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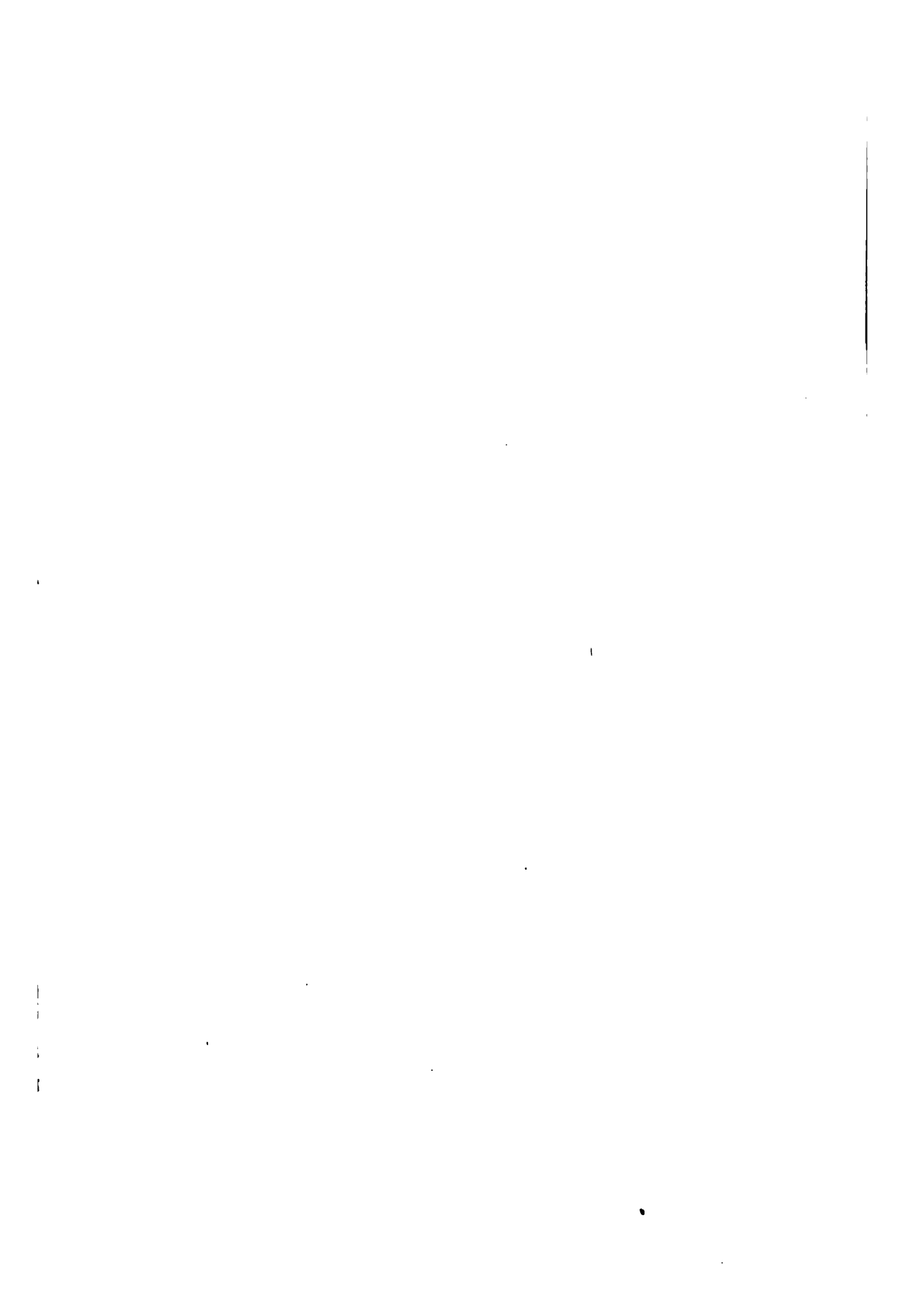


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PROCEEDINGS.

PROCEEDINGS
OF THE TRUSTEES
OF THE
PEABODY EDUCATION FUND,
1881-1887.

Printed by Order of the Trustees.

VOL. III.

STAMPED

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JOHN WILSON AND SON.
University Press.
1888.



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TRUSTEES

OF THE

PEABODY EDUCATION FUND.

THE BOARD AS ORIGINALLY APPOINTED BY MR. PEABODY.

Hon. ROBERT C. WINTHROP	<i>Massachusetts.</i>
Hon. HAMILTON FISH	<i>New York.</i>
*Right Rev. CHARLES P. MCLVAINE	<i>Ohio.</i>
*General U. S. GRANT	<i>United States Army.</i>
*Admiral D. G. FARRAGUT	<i>United States Navy.</i>
*Hon. WILLIAM C. RIVES	<i>Virginia.</i>
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*Hon. WILLIAM AIKEN	<i>South Carolina.</i>
Hon. WILLIAM M. EVARTS	<i>New York.</i>
*Hon. WILLIAM A. GRAHAM	<i>North Carolina.</i>
*CHARLES MACALESTER, Esq.	<i>Pennsylvania.</i>
*GEORGE W. RIGGS, Esq.	<i>Washington.</i>
*SAMUEL WETMORE, Esq.	<i>New York.</i>
*EDWARD A. BRADFORD, Esq. (resigned)	<i>Louisiana.</i>
*GEORGE N. EATON, Esq.	<i>Maryland.</i>
GEORGE PEABODY RUSSELL, Esq. (resigned)	<i>Massachusetts.</i>

The vacancies created by death or resignation have been filled by the election of

*Hon. SAMUEL WATSON	<i>Tennessee.</i>
Hon. A. H. H. STUART	<i>Virginia.</i>
*General RICHARD TAYLOR	<i>Louisiana.</i>
*Surgeon-General JOSEPH K. BARNES, U.S.A.	<i>Washington.</i>
Chief-Justice MORRISON R. WAITE	<i>Washington.</i>
Right Rev. H. B. WHIPPLE	<i>Minnesota.</i>
Hon. HENRY R. JACKSON	<i>Georgia.</i>
Colonel THEODORE LYMAN	<i>Massachusetts.</i>
General RUTHERFORD B. HAYES	<i>Ohio.</i>
*Hon. THOMAS C. MANNING ¹	<i>Louisiana.</i>
ANTHONY J. DREXEL, Esq.	<i>Pennsylvania.</i>
Hon. SAMUEL A. GREEN	<i>Massachusetts.</i>
Hon. JAMES D. PORTER	<i>Tennessee.</i>
J. PIERPONT MORGAN, Esq.	<i>New York.</i>
President GROVER CLEVELAND	<i>Washington.</i>
Hon. WILLIAM A. COURTENAY	<i>South Carolina.</i>

All communications should be addressed to

HON. SAMUEL A. GREEN, 30 TREMONT STREET, BOSTON,
Secretary.

¹ Died in New York, Oct. 11, 1887.

At the Annual Meeting of the Trustees of the Peabody Education Fund, held in New York on October 5, 1887, it was —

Voted, That the Secretary prepare a third volume of the Proceedings.

PREFATORY NOTE.

THE first volume of the Proceedings of the Trustees of the Peabody Education Fund was published in 1875, and included the original Trust Letters of Mr. PEABODY.

The second volume was published in 1881, and completed the records of the Meetings of the Trustees, with all the Reports, Addresses, and Statements of Securities, to the end of the General Agency of the late Dr. BARNAS SEARS.

THE present volume embraces the four years and a half of Dr. CURRY's General Agency, and the subsequent service of Dr. GREEN as General Agent *pro tempore*.

A fourth volume, it is confidently believed, will contain a renewed record of the services of Dr. CURRY, who has conditionally accepted a reappointment as General Agent, and who is expected to enter again upon the duties of that office on his return from his mission to Madrid.

BOSTON, 18 February, 1888.

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PROCEEDINGS
OF
THE TRUSTEES OF THE PEABODY
EDUCATION FUND.

TWENTIETH MEETING OF THE TRUSTEES.

NEW YORK, OCT. 5, 1881.

THE Trustees met at the Fifth Avenue Hotel, in New York, Wednesday, October 5, at 12 M.

There were present: Mr. WINTHROP, the Chairman, and Messrs. FISH, AIKEN, EVARTS, WETMORE, STUART, BARNES, WHIPPLE, JACKSON, HAYES, MANNING, and LYMAN, with the General Agent, Dr. J. L. M. CURRY.

The Chairman then addressed the Trustees as follows:—

We have reverted once more, Gentlemen, to our old appointed time and place of meeting, the first Wednesday of October, and the City of New York. But, in doing so, we have left only an interval of eight months since we were last together at Washington. It was thought, however, that our new General Agent, elected just before our adjournment in February, would have found opportunity during this period to take a careful survey of the work committed to him, and might by this time be not only ready but desirous, as I think he will prove to be, to submit to the judgment of the Board the views which he may have formed of our past and of our future policy.

With the death of Dr. Sears a new chapter of our history is opened, of which our proceedings at this meeting will occupy the first page. And with the view of more distinctly marking our new departure, the Board authorized me to have a second volume of our Proceedings made up from the stereotype plates of our Annual Reports. This has been done, and copies of the volume are here for delivery to the Trustees. An engraved portrait of Dr. Sears will be found in it, in immediate connection with the announcement of his death, agreeably to the order of the Board, and an index has been appended, covering the former volume as well as the present. Two Heliotypes have also been introduced; one of them reproducing the original group of the Trustees, with Mr. Peabody at their head, taken in this city in 1867; the other giving the group taken at the White Sulphur Springs in 1876.

A comparison of the two pictures forcibly recalls the changes which had occurred in our little circle between the two dates. But even of those included in the second group, only five years ago, we have lost four, including Dr. Sears. One of the four has died, to our great sorrow, within the last two months, and his death is now to be formally announced.

Mr. GEORGE W. RIGGS was one of the original Trustees, selected by Mr. Peabody himself, as the son of one of his oldest and most trusted friends, who had succeeded to his father's place in Mr. Peabody's confidence and warm regard. We all know what Mr. Riggs was, — a man of great intelligence and many accomplishments, but modest and reserved, making no pretensions to anything except fidelity and devotion to his business. His skill and experience as a banker have been invaluable to us in the management of our Trust Funds from the first organization of the Board. As a member of our Finance Committee, and of our Auditing Committees from year to year, he has rendered most

important services, and he has always rendered them so willingly and kindly as to double our obligations to him. Indeed, he was a man of singularly amiable disposition, who did not fail to endear himself to all with whom he was brought into association. He died at Washington on the 24th of August last, in the sixty-eighth year of his age.

The Board, I am sure, will desire to have an appropriate minute on our records, as a tribute to his memory, and I venture to name Governor Fish, Governor Aiken, and Mr. Wetmore to report it at their convenience.

The General Agent, Dr. CURRY, then read the following Report : —

REPORT OF HON. J. L. M. CURRY, GENERAL AGENT.

To the Trustees of the Peabody Education Fund :

GENTLEMEN, — Called by your partial kindness to the office of General Agent, I began at once to acquaint myself with the entire history of the Fund, as administered, under your supervision, by my distinguished predecessor. To succeed one so competent was an embarrassment and a stimulus, exciting fears and giving encouragement. To walk in his footsteps was an impossibility ; to profit by his almost unerring wisdom and sagacity has been my daily experience. No one can study the work of Dr. Sears, as I have had occasion to do, without being filled with wonder and admiration at his adaptedness to the difficult and delicate duties he had to discharge. His reports and letters and circulars, and the impress of his influence, afford “ ample evidence of extraordinary diligence, of ardent devotion, of consummate practical wisdom, and of signal success.”

With unaffected modesty, in one of his private letters to me, he spoke of doing “ pioneer work.” So he did, with the skill and genius of a master-workman, but he fortu-

nately lived long enough to see the results of his ability and almost infallible prudence incorporated into the organic and statute laws of every Southern State. None can know better than the Trustees that, at the beginning of the trust, the most divergent and impracticable plans were urged; that cupidity, poverty, ignorance, and misguided patriotism and philanthropy were busy in presenting immature projects; that the novelty and magnitude of the benefaction begot the wildest vagaries and most perplexing problems; that all the environments were embarrassing; that the alienations of war and the frictions of reconstruction made the Southern people sensitive and suspicious; that the plans of Mr. Peabody and the Trustees and the agent had to be put in practice slowly and cautiously, and that a comprehensive scheme of "free schools for the whole people" antagonized deep-rooted prejudices and traditions.

It is not easy to conceive of a position more delicate and arduous than was that of General Agent, requiring a combination of peculiar and exalted qualities; and the best eulogy of Dr. Sears is that he met all the requirements. The changes which have been wrought in the opinions and educational systems of the South — the marked revolution which the adoption and success of public schools record — are scarcely less due to Dr. Sears than to the noble Founder of the Fund. In 1869, Mr. Peabody truly characterized his services as "valuable, not merely in the organization of schools and of a system of public education, but in the good effect which his conciliatory and sympathizing course had, wherever he met or became associated with the communities of the South, in social or business relations." Dr. Sears' useful life, especially in connection with the Peabody Fund, illustrates and verifies his own striking words, addressed to the Constitutional Convention of Virginia. "Among the best gifts of Providence to a nation are great and good men, who act as its leaders and guides, who leave

their mark upon their age, who give a new direction to affairs, who introduce a course of events, which go down from generation to generation, pouring their blessings upon mankind."

In rightly estimating his services, it should be borne in mind that a plan, broad in its scope and wise in its details, had to be originated and matured. This plan must receive the adoption of States, throwing off effete customs and institutions, and in the midst of a struggle to take on a new civilization, and to adapt governments and laws and modes of thought to a revolution suddenly wrought. To adjust the plans of the Trustees to, and bring them into harmony with, the new life of the Southern States, was the special and laborious work of the General Agent. Aided by wise and good men he accomplished it. Frequent visits were made to the States, conferences were had with public functionaries and influential citizens, the press was used, and addresses were delivered before assemblies of teachers and of legislators. The aid which Dr. Sears' experience as an educator and as Secretary of the Massachusetts Board of Education enabled him to give to law-makers and school officers was invaluable. He identified himself with the interests of the section where he labored, helped to create the present sentiment in favor of popular education, broke down the prejudices against free schools, demonstrated their importance and indispensableness, awakened an enlightened approval of teacher-training, and the South regards him as a benefactor who imparted ideas, infused a new spirit, and moulded broad and beneficent legislation.

This tribute, due from me as a native of the South and the successor of Dr. Sears, is not less a tribute to the legal administrators and guardians of the Fund, who gave to their agent their confidence, wise counsels, and unflagging support.

Mr. Peabody made his gift for the "young of the entire

population of those portions of the country which had suffered from the destructive ravages and the not less disastrous consequences of civil war." The Trustees, in the execution of their great trust, determined to promote common schools and normal schools, and to act, as far as practicable, in conjunction with State systems of education. At that time a few cities in the South had free public schools, but not a single Southern State had an organized system for a similar purpose. By helping those who helped themselves, the Board sought to stimulate to self-exertions in the cause of popular education. Agents were appointed to explain what other States had successfully done, and also improved methods of teaching. Institutes were sustained. Normal schools and educational journals were aided. Temporary wants of struggling communities were met. At influential points, help was given to schools of such a character as commanded respect and made free education popular.

Great and gratifying as has been the progress, both in public sentiment and educational systems, we must not conclude that the free schools are established beyond the possibility of repeal or destruction. It is true that political parties of all names sustain them in platforms, newspapers have been intelligent and influential in their advocacy of free education, and legislatures have put systems of public instruction upon statute-books, yet there are many considerations which make it unsafe to relax vigorous efforts, or to omit the use of powerful stimulants. Some excellent and able men have deep-seated convictions, arising from political, social, or religious reasons, adverse to gratuitous education. The experiment of free schools has not, in all localities, been so successful as to clear away doubts and prejudices, and reverse traditional habitudes of thought and action, which the experience of all history shows it to be difficult for the mind to free itself from. Burke said it was

easier to change constitutions than manners. Time is needed to pass from private to public schools and to transfer education to the control of cities and States. Prejudice, interest of teachers, sparseness of population, impatience of taxation, financial depression, are serious hindrances. Experiments are often tentative. School-houses are to be built and furnished, teachers are to be trained, schools are to be graded, friction is to be overcome, and a new system, with which the people are unfamiliar, has to be adjusted to surroundings. These and other causes prevent early and desired success. The whole work of introducing a new system and improved methods of teaching has been beset with many difficulties, the chief of which, perhaps, was inadequacy of means for paying competent teachers and continuing the schools in session for a sufficiently long period. Much has been accomplished, but much remains to be done. Free schools have a ceaseless enemy in the illiteracy of the masses. Ignorance does not feel its needs. Enlightenment must come from without. The uneducated do not appreciate the import and value of education. When to fearful illiteracy there are superadded changed social condition, remodelling of laws and constitutions, and general pecuniary prostration at the South, there will be apparent an imperative need for money that State and local taxes, and ecclesiastical and private benefactions, cannot supply. To put free public schools, adequate for universal education, on a permanent basis in the South, and avert an imminent peril to our free institutions, there must be help from the general government.

To remove illiteracy and qualify a large class for the prerogatives of American citizenship is a paramount national question. No argument is needed to prove that ignorance is the parent of poverty, waste, and crime, and that an ignorant people can never work out a noble civilization. In so many ways have the Trustees and other bodies of citizens

enforced this national peril, surely the next Congress will make haste to meet this question of the well-being and perpetuity of the republic. With the wisdom of the philosopher, Mr. Peabody said "to make the prosperity of the country more than superficial, her moral and intellectual development should keep pace with her material growth."

Universal education cannot be left exclusively to the sense of parental or State obligation, to the caprices or varying circumstances of persons and communities. Whatever differences of opinion there may be on political, financial, or international questions, there can be none that the prosperity of the country and the preservation of our republic are dependent upon the means of education afforded to the people. A debased people, sunk in ignorance, or any large number of such a people, is an unsafe depository of free government and an uncertain guardian of national honor and interests. "A popular government," said President Madison, "without popular information, or the means of acquiring it, is but a prologue to a farce or a tragedy, or, perhaps, to both." A materialist may hold that "the origin, existence, and death of nations may depend on physical influences which are themselves the results of immutable laws," and that latitude and longitude may be the essential factors of national power; but the statesman and publicist know that civilization, or "perfection attained in collective and organized life," is dependent upon the constituent members of society, and these members must have improvement of mental and moral nature, not from geographical position, but, in large measure, from the agencies of government.

Since my appointment I have visited all the States included in our work except Florida and West Virginia, and, by special request, have made addresses before the legislatures of Texas, Tennessee, and Georgia. These visits have given me an insight into the workings of school systems,

and a personal acquaintance with school and other public officers, which must be of much value. As your comprehensive plans are carried on under State auspices, mere office work will not enable me to accomplish them. Besides the need of awakening and keeping alive the public mind on the general subject of free education, there must be conferences with law-makers and school officers, and the stimulation of such legislative action as will consummate and perfect the widely beneficent ends you have had so steadily in view.

Although, for convenience, the late avowal of the Trustees as to their future purpose has been termed a "new departure," yet from the first consultations two grand objects were determined upon. "The urgent and pressing physical needs of an almost impoverished people" precluding them "from making, by unaided efforts, such advances in education" as were desirable, the Trustees decided the establishment of public schools and the training of public-school teachers to be the wisest disposition of the Fund. Free-school education and normal schools were the objective points, and these, looking to permanent results, have had the support of the Trustees throughout the entire history of the Trust. Instead of distributing the income of the Fund promiscuously, aid has been concentrated on a few central schools of a high order, to serve as examples and incentives, rather than on a larger number of inferior or less influential schools. During the present year help has been given to a few schools, and has been promised to a few others, in communities where insufficient State revenues have been generously supplemented by local taxation.

The instruction of the Board to apply the greater portion of the income of the Fund hereafter to the education of teachers for public schools has met with general and decided approval. One chief educational want is better

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teaching. Much error and prejudice linger in the public mind in reference to the art of teaching. Instead of being based upon the principles of the human mind, teaching is too often a mechanical routine, and is resorted to as a mere temporary make-shift. Thorough and scientific teaching, while supplying a need, will elevate the profession, raise the standard of public schools, popularize our educational systems, and conduce to the working out, more perfectly, of the *science of education*.

Special aid has been given to Teachers' Institutes, defined by some one as "locomotive Normal Schools." Properly conducted, they bring to the teachers the ripe experience and the best methods of their most advanced and successful colaborers. Starting as a temporary expedient to supply the lack of Normal Schools, they have proved so valuable as to become a permanent feature of the school systems, many States requiring them to be held annually in counties or larger territorial districts. Those who have had the advantage of Normal instruction can be employed as instructors, or they may gather new ideas from experienced teachers, who have tested theories in the school-room, or made discoveries in methods. These Institutes have been valuable in stimulating and sustaining popular interest in education, in awakening to a higher appreciation of the teacher's work, and in correcting some stereotyped prejudices in reference to the art of teaching. This year, institutes, aided or sustained by the Fund, have been held in all but three of the States, and with signal success. Every year makes an improvement in organization, management, and instruction. The aid given by the Trustees has produced immediate results and elicited warmest expressions of gratitude.

Normal Schools, as having continuous life and influence, and coming more literally within the purview of the instruction of the Trustees, have had much thought and

labor. Permanent arrangements are needed to train the multitude of teachers which our school systems demand. The short-lived Institutes are not attended by all, or by the most incompetent, and cannot give thorough professional discipline and training. Not a few summer months, but toilsome years, are indispensable to teacher-training. As well dispense with the military and naval schools at West Point and Annapolis, and rely on militia musters and holiday regattas to make officers for army and navy, as to dispense with Normal Schools and rely on what unskilled pedagogues may extemporize for training purposes. The establishment of Normal Schools for white and colored teachers has been earnestly advised, and aid has been promised to States which may establish them, so as to ensure permanency and efficiency. In nearly all the States where Normal Schools do not exist, the superintendents are urging the subject upon their respective legislatures with zeal and ability. I am persuaded that in my next Report I shall be able to make a most satisfactory statement to the Trustees in this behalf.

The Normal College at Nashville has been regarded by the Trustees with peculiar favor, the purpose being to build up an institution of a very high order, and a fit monument of the benefaction of Mr. Peabody. For years the College was sustained largely by their donations, efforts to secure direct State aid and co-operation being fruitless. The Trustees of the University of Nashville gave what aid they could with their limited means, but there was an increasing disappointment at the want of co-operation on the part of the State. You were, therefore, constrained to consider seriously the withdrawal of your donation, and the giving of help to a State which would show by adequate pecuniary aid a higher appreciation of a Normal College. It is needless to recapitulate the protracted and embarrassing negotiations which oppressed the mind and impaired the health

✓ *What is the purpose of this?*
is it to be a permanent institution?

✓ *What is the purpose of this?*
is it to be a permanent institution?

of the late General Agent. Suffice it to say that such assurances and guaranties of permanent assistance were obtained as to convince Dr. Sears that the entire or chief burden of sustaining the College would not hereafter fall on the Peabody Fund. The question of withdrawing aid from the College was therefore cheerfully abandoned. The death of Dr. Sears arrested the consummation of the engagement betwixt him and the Trustees of the University of Nashville. The Board, however, at its last meeting, instructed me to carry out the engagement.

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The Legislature of Tennessee subsequently met and the friends of the College applied for an appropriation. I visited Nashville, and in response to an invitation made an address to the Legislature. An act was passed authorizing the Board of Education "to expend annually for the support of the College, an amount not exceeding \$10,000;" out of this sum a student from each Senatorial District is entitled to \$100 per annum. The act also intrusted the Board of Education with \$2,500 "for the higher and Normal education of children of African descent." Some difference of opinion in reference to the meaning and intent of the law soon arose. It became manifest that, under the interpretation of the law officially adopted, the Normal College would not get from the State, annually and unincumbered, \$6,000. If it could, the stipulations of the Trustees of the University of Nashville in this respect would be substantially complied with. Embarrassed by the uncertainties, anxious that the question of the success of the College should be definitively settled, earnestly desiring such action as would reciprocate the liberality of the Peabody Trustees, and thus prevent the possibility of having the College thrown upon them for maintenance, I made a second visit to Nashville, and, by personal conference and subsequent correspondence, have reached an understanding with the Trustees of the University and the Board of Education,

which, construed in the light of an improved educational sentiment in the State, and of assurances from influential citizens, may be accepted as satisfactory.

The State Board of Education has authorized the issue of an order for \$7,500 for the support of the Normal College, \$2,500 of which will be expended on Tennessee scholarships. A new building being in course of erection, and approaching completion, as soon as it is ready for occupancy, the Montgomery Bell Academy will be removed. A President's house has been promised, and, although the delay is harassing, we need feel no doubt of the Trustees' carrying out their agreement. Improvements are being made in the College buildings. Hon. E. H. Ewing, the President of the Trustees of the University of Nashville, in a letter of June 22, says: "The Trustees of the University understand, in regard to the support and maintenance of the College, now carried on in their buildings and upon their grounds in Nashville, that after the payment of the debt of \$10,000 (principal and interest), recently authorized by them to be incurred for buildings, &c., in aid of the Normal College, they are to apply the income derivable from their investment in bonds of the State of Tennessee (50,000) for the support of the Normal College, so far as to supply any deficiency which may, from time to time, exist in the annual appropriation of the State of Tennessee for that purpose; this expected annual appropriation is \$6,000. The annual donation from the Peabody Fund for the support of the Normal College is \$6,000, and this, it is expected, will continue *pari passu* with the State appropriation to be supplemented as above. It is not intended by the Trustees of the University of Nashville to guarantee, *at all events*, an annual appropriation by the State of \$6,000, but merely to give their income as above stated to that end."

The strong probability is, that Tennessee will hereafter

make a liberal appropriation for the College. This being done, the Trustees will have occasion to rejoice in the success of their patient labors and in the hope that an institution, so cherished, will become the great Southern College for furnishing highest training for teachers.

A more particular account of what the several States are doing will not be without interest.

WEST VIRGINIA.

The school population, between the ages of six and twenty-one, is 213,441, and 142,850 attend school. There are 3,811 public schools. State and local school revenues amount to \$620,126.46. There is a State Normal School with five branches, and the Superintendent is authorized to make arrangement for the normal-school training of a number of colored school-teachers in proportion to the colored population of the State. The State appropriates \$8,000 annually for students from the different counties attending these Normal Schools. The sum of \$500 is also appropriated to pay conductors, appointed by the State Superintendent, for holding County Institutes. Last winter the entire school-law was re-enacted and important changes were made. The salaries of County Superintendents were doubled, and they are required to visit the schools. Teachers are required to attend the Institutes and to get certificates after examination. Four District Institutes, supported entirely from the Peabody Fund, and sixty County Institutes, have been held. They "have been the most successful educational meetings ever held in the State." "The enrolment and attendance were unprecedented. The enrolment was 3,558, the average attendance, 3,048. The total number of teachers in the State last year was 4,134. Add attendance at District Institutes to the County Institutes, and we have enrolment 4,064 and average attendance 3,490. The Colored Teachers' Insti-

tute was an experiment that did not turn out, in the number who attended, as well as was expected ; but a very healthy feeling has been aroused among the colored people." To secure practical, thorough, and efficient supervision of the schools, the Superintendent has called a Convention of the County and City Superintendents at Wheeling, and will hold a District Peabody Institute at the same time.

VIRGINIA.

The able Superintendent, to whom the State is so much indebted for the organization and success of the school system, says: "The year which closed July 31, 1881, was the best in all respects." The school attendance was 15,000 larger than in any preceding year. Two hundred new school-houses were built, and \$100,000 added to the value of school property. The school population, between 5 and 21, is 314,827 white, and 240,980 colored. There are 5,384 schools, with 239,109 pupils. The value of school property owned by districts is \$1,177,544.86. \$596,515.95 were received from taxes for the public schools. The only change in the school law greatly desired is some provision for the Normal training of teachers. "We can never raise our teachers as high as they ought to be in the scale of professional ability, until the State obeys the constitutional requirement in respect to Normal Schools. But for the aid received from the Peabody Fund in this vital work, our record would be poor indeed."

The usual aid has been extended to the Normal and Agricultural Institute at Hampton, which Dr. Ruffner describes as "the most valuable of all the schools opened on this continent for colored people." Three Normal Institutes, supported exclusively by the Peabody Fund, have been held during the summer. The Institute at Abingdon continued in session twenty-eight days, and had 286 members, exclusive of superintendents, representing 25 coun-

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ties. . The ability of Superintendent Newell, of Maryland, the experience and enthusiasm of his co-instructors, and the spirit of the teacher-pupils, produced excellent results. "The intention of the instructors was rather to teach a few things well, than to go over a great deal of ground. It was thought that the real purpose of the Institute would not be accomplished unless every member carried home something that he not only could but would turn to practical account in the school-room. To this purpose all the exercises were subordinated, and the result will be seen in hundreds of schools." The Institute at Front Royal, conducted by Dr. Edward Brooks of the State Normal School of Millersville, Pa., Aug. 2 to Aug. 26, was attended by 265 teachers, 12 superintendents from 45 counties and two cities, and by a large number of interested citizens. "The close and constant attendance of the teachers upon the classes, and their unusual interest and energy, have shown their appreciation of the superior ability evinced by the able corps of instructors, whose earnestness and zeal have given an impetus to thought and action, which will not cease to be felt for years to come in the old Commonwealth." The Institute, held at Hampton for colored teachers, was continued three weeks, and had 180 in attendance from all parts of the State. It was conducted by Professor Henry P. Warren, Principal of the New Hampshire State Normal School. He was aided by Misses Reed and Cate of his own school, and Professor I. Freeman Hall, of Quincy, Mass. The work done attracted attention and won hearty plaudits.

NORTH CAROLINA.

The number of white children of school age, between 6 and 21, is 291,770, and of colored children, 167,554. The number of public schools, averaging a session of 54 days, is, for white children, 2,730; for colored children, 1,036.

The number of white pupils enrolled is 136,481, and of colored, 89,125. For teachers, \$318,453.15 were paid, and for other purposes, \$34,429.50, making the cost for the last scholastic year, \$352,882.65. Within the last year some material modifications have been made in the school law. The Superintendent is allowed a Clerk, and has his traveling expenses paid. The office of County Superintendent has been established. County Teachers' Institutes are required and provided for. Two "Normal Schools" have been in operation since 1877, and \$4,000 were appropriated for "eight additional Normal Schools." On these ten "schools" the State expends \$10,000 annually. School-houses were authorized to be built and furnished out of the school fund of the districts. A standard of qualification for teachers has been fixed, thus getting rid of many incompetent persons. A "local option school-tax law" is probably the most needed reform in the school laws.

The "Normal School" at Chapel Hill, receiving \$2,000 from the State, was in session a month, and had 358 enrolled pupils. The President and Professors of the University were aided by instructors and lecturers, and the "school" was said to be better than the best ever held at that place. Four other white Normal Schools at Franklin, Newton, Wilson, and Elizabeth City, were held, and "the work done was more practical and better suited to the needs of teachers and schools than the Normal work heretofore done." The colored Normal School at Fayetteville has a faculty of competent teachers under a competent Principal, continues in session ten months, and requires three years to complete the course of study. It receives \$500 from the Peabody Fund. The other colored "schools," held this year at Salisbury, Plymouth, Newberne, and Franklinton, were "organized to run at least four months." "The white citizens, at all these places, have shown a commendable spirit, and are working for the success of the

schools and the good of the colored people." The Superintendent wisely says: "We need a change in the plan of our Normal Schools. We ought to have at least two Normal Schools proper for the professional training of teachers, with proper courses of study, requiring a fixed number of years to complete said courses, the sessions continuing for eight or ten months in each year, regularly appointed faculties with power to grant diplomas, these diplomas to be in the nature of a State certificate to teach school." Since the spring of 1879 there has been a marked improvement in public sentiment in reference to free education of the whole people. "The school law of 1881, and the new order of things, have made it still more marked."

SOUTH CAROLINA.

It is to be regretted that no enumeration of school population, nor reports of school funds, have been made since the fiscal year, 1877-78. Then the school population was, white, 83,813, colored, 144,315, total 228,128, and the school fund was \$421,945.16. As the school tax is levied upon the assessed valuation of all the taxable property, with increasing prosperity the school fund will be proportionately increased. During 1880 the average length of the school term was three and a half months. A large majority of the people of the State, without regard to race or party, is now in favor of public education, and this gratifying fact is largely due to the tact, zeal, ability, and indomitable energy of the Superintendent. For several years in succession, Dr. Sears reported the system of education in South Carolina in a most disordered condition, resulting from the failure of the State to make good its promises, the diversion of school funds, the untrustworthiness or unfitness of school officers, and incompetency of teachers. Since the accession of the present Superintendent, order and efficiency have been introduced, the number of schools,

teachers, and pupils has been increased, and the school fund is gradually enlarging. He will recommend additional legislation to secure better supervision "as the counties in which the loudest clamor is heard against the public schools are those in which the school commissioners have been most incompetent."

The Superintendent writes of the

NORMAL INSTITUTES.

"There can be no doubt that for the good results which have been accomplished by Normal Institutes, the teachers of South Carolina are chiefly indebted to the Peabody Fund. ✓

"The success of the Normal Institute held at Spartanburg in 1880, and which was supported entirely by the amount contributed for that purpose by the Fund, gave a new impulse to education in this State, and directed public attention to the importance of providing for the better training of our teachers. The Legislature, at its session in December, 1880, without a dissenting voice, appropriated \$1,500 to be used by the State Superintendent of Education in conducting Normal Institutes during the present year. To this sum the General Agent of the Peabody Fund added \$1,000.

"With the money thus obtained, two Institutes, one for white and one for colored teachers, were held with the most gratifying results.

"It is not too much to say that henceforth Normal training will form a fixed feature in the educational policy of the State, and it is believed that, at no distant period, provision will be made for the establishment of Normal Schools.

NORMAL INSTITUTE FOR COLORED TEACHERS.

"The first Normal Institute for the colored teachers of South Carolina began its session in Columbia, July 5, 1881, and closed on the 29th of the same month. The object

was to give instruction in school organization, discipline, and teaching according to the most approved methods. The enrolled membership comprised one hundred and eighty-five 'teacher pupils,' who represented twenty-five of the thirty-three counties of the State.

"Too much praise cannot be given to those who attended the Institute for the desire which they manifested for improvement, and for the regularity and promptness with which they discharged all of their duties. The colored citizens of Columbia showed deep interest and contributed in many ways to the success of the Institute.

"The Faculty was composed of colored teachers from Washington, D. C., who, to large and successful experience in teaching, added a zeal and devotion to duty which aroused the ambition of their classes, and excited an interest in the work which was maintained throughout the entire session.

"The Faculty was arranged as follows: Professor H. P. Montgomery, Principal, Arithmetic, Elementary Geography, School Organization, Discipline, and Hygiene. Mrs. H. P. Montgomery, Reading, Phonic Spelling, and Language. Professor H. F. Grant, Vocal Music. Professor R. L. Peters, Free Hand Drawing and Penmanship.

"Much time was given to practice teaching. In order to do this, the Institute was divided into sections, in which, in turn, under the supervision of the several members of the Faculty, the teachers were allowed to put into practice the methods they had acquired.

"The attendance of visitors each day was quite large, and addresses were made by many distinguished citizens. Among those who addressed the teachers at different times may be mentioned Governor Hagood, General Eaton, U. S. Commissioner of Education, Hon. R. O'Neale, Mayor of Columbia, Hon. Samuel W. Melton, U. S. District Attorney, and Hon. Hugh S. Thompson, State Superintendent of Education.

NORMAL INSTITUTE FOR WHITE TEACHERS.

"The Institute opened at Greenville in the buildings of the Furman University, Aug. 2, and closed Aug. 26. The Institute held last year at Spartanburg had an enrolment of 197. The enrolment at Greenville reached 335 teachers, representing twenty-seven of the thirty-three counties. The regular course included Normal instruction in methods of teaching Reading, English Language, Geography, Arithmetic, and Pedagogics. In addition, optional courses were pursued in Latin, German, French, Algebra, Physical Geography, Vocal Music, and Calisthenics. The prompt and regular attendance of teachers upon the prescribed course, and the large numbers who availed themselves of the optional courses, furnish evidence of the learning and ability of the Faculty and of the zeal and intelligence of the students.

"The Institute was again under the charge of Professor F. Louis Soldan, of St. Louis, Mo. To his culture, zeal, enthusiasm, and skill, the teachers are indebted for the successful management of two Institutes, which have already done much to advance the cause of education in South Carolina.

"Professor E. S. Joynes of the University of Tennessee had charge of English Language, and he also gave instruction in French to such students as desired to receive it. Dr. Joynes's lectures were as attractive by their eloquence, as they were useful for their learning and for the new light which they threw upon the study of our mother tongue.

"With these gentlemen were associated, as instructors, some of the most successful teachers of the State.

"Many of the citizens of Greenville, and visitors from different parts of the State, attended the Institute, and watched its course with deep interest.

"In addition to the course of instruction already mentioned, lectures on subjects of general interest connected

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Porchèr Miles
1880-1881

with education were delivered at night by General Eaton, Hon. J. L. M. Curry, Dr. W. T. Harris, and Hon. Wm. Porchèr Miles. Dr. Harris delivered two lectures and General Eaton one lecture before the Institute, in addition to those delivered by them at night. The evening lectures were well attended, and did much to excite a deep interest in the cause of public education."

GEORGIA.

The school population is 433,444. The State school-fund for 1880 was \$345,789.54. The amount raised by cities and counties, having the right of local taxation, was \$125,239.92, making the entire sum expended on public schools \$471,029.46. Outside the cities there were 4,066 schools with 139,311 white pupils, and 1,603 schools with 78,855 colored pupils. In the cities were 116 ungraded schools, 115 graded, and 16 High Schools, with 10,823 white pupils and 7,544 colored pupils. The county schools are kept open three months; the city, eight or ten months. The last twelve months have witnessed greater changes in public sentiment than any preceding year, but some severe constitutional restrictions prevent a much needed increase of the school fund. Georgia, unfortunately, has no Normal School, but an annual appropriation of \$8,000 is made for the benefit of the Normal department of the Atlanta University, an institution established for the education of colored pupils.

In this connection, it deserves to be recorded that the National Educational Association, with representatives from seventeen Northern and thirteen Southern States, met in Atlanta in July. The social and political and educatory influences of the Association were salutary. Invitations to seats in both houses of the Legislature were given; and, by request, General John Eaton, Hon. J. H. Smart, Hon. J. P. Wickersham, and others made addresses to the legislature upon the subject of popular education.

FLORIDA.

The youth between the ages of six and twenty-one number 71,782. In 1880, there were 1,050 schools, with an attendance of 37,034 pupils. The sum expended on public schools was \$140,703. The schools in this State, from sparseness of population and inadequate revenues, do not come up to the desires of the friends of education. Separate statistics for the different races have not been obtained, but in the future this omission will be corrected. A number of counties will this year continue the schools for five months. While heretofore the tax levied by the counties for school purposes could not be above two and one half mills, by a change in the law the tax cannot now be less than two and one half mills, nor more than four.

ALABAMA.

By the census of 1879, the school population, between the ages of seven and twenty-one, was 217,590 white and 170,413 colored. For the year ending Sept. 30, 1880, there were 3,085 white schools, with an average session of eighty-three days; and 1,512 colored, with an average session of sixty-seven days. In white schools, 107,483 pupils were enrolled, and in colored, 72,007. From the revenues of the State were paid for schools \$376,092.59. The State has established four Normal Schools,—one at Florence for white pupils, and three at Marion, Huntsville, and Tuskegee, respectively, for colored. The sum of \$14,500 is appropriated annually for their support. Free tuition is given on the condition of teaching two years in the public schools. "Our greatest needs," says the Superintendent, "are more money and a better class of teachers. . . . I heartily approve of the determination of the Peabody Trustees, to apply the Fund to the education of teachers."

MISSISSIPPI.

The statistics show a steady development of the educational system. For 1880, the children within the school age were 175,251 whites and 251,438 colored; of these, 112,994 white and 123,710 colored were in the public schools for an average of $74\frac{1}{2}$ days in the country, and 177 days in cities. The sum of \$241,793.75 from the State, and of \$334,769.86 from county taxes, was disbursed for school purposes. A comparison with the preceding year shows an increase in children, teachers, and daily attendance. Public sentiment in favor of free education is rapidly gaining ground, especially among the more enlightened. More efficient local supervision and increased means would enhance the usefulness of the schools. Teachers' Institute work was done at six points. "Though the Institutes were mainly held in sparsely settled, and probably in the most illiterate portions of the State, the attendance of teachers and citizens was good, and much interest was manifested in the cause of education. A new impetus was given at every point visited. . . . I consider the time and money well spent. Much good will be the result." There is one colored Normal School, supported exclusively by the State, and officered entirely by colored teachers. "It does not come up to the standard of a Normal School proper, though it is doing much good."

TENNESSEE.

The annual commencement of the Normal College was largely attended. The internal management of the Institution, as administered by Dr. Stearns, continues most satisfactory. The Catalogue shows ninety-seven students on scholarships. The teaching is practical and thorough, and the students generally show enthusiasm and aptitude. In Tennessee, the College is slowly but surely

winning its way to favor. The scholarships are much sought after, and the attainments of the appointees, each year, under strict or competitive examinations, become higher. The graduates readily find places as teachers, and give much satisfaction. Silver medals were awarded to Alice M. Le Sueur, of Tennessee, Joseph E. Wolfe and Florence V. McIlvaine, of Florida, and Aurine L. Williams, Baccalaureate, of Alabama. By endowment of the Peabody Fund, aided by the Trustees and Faculty of the University, a State Normal University was held at Knoxville for four weeks, and was attended, from all parts of the State, by over 200 teachers, representing 20,000 pupils. The Institute was conducted under authority of the State Superintendent, who rendered valuable service by counsel and address. He says: "The instructions were thorough and practical, and fully and fairly within the reach of the average teachers. All reasonable fears to the contrary have given place to the fullest confidence. The Institute is doing a grand work for Tennessee." Another writer says: "The work has been begun, continued, and ended without a jar, or, so far as we can judge, a mistake of any kind. A great work of *education* has been done." Besides the Professors of the University, Professor Soldan of St. Louis, Woolwine and Garrett of Nashville, and Jones of Knoxville, aided. Special mention should be made of Professor E. G. Joynes, who, besides his instructive lectures, gave much time and thought to the founding, organizing, and conducting the Institute.

Three colored Institutes were held at Milan, Murfreesboro', and Knoxville. These Institutes continued in session from two to four weeks. "Seven instructors were appointed; six of them being teachers of skill and large experience, and the other a young colored man, lately graduated with honor. Although there were great diffi-

✓ culties to meet, the Institutes did much good and were a fair success." An Educational Journal has been established, and "the outlook for the future is becoming steadily more hopeful."

LOUISIANA.

The latest census of school population, between the ages of six and eighteen, is 273,845. The number of public schools is between 1,600 and 1,700. The amount of money expended from public funds for 1880 was about \$225,000. Modifications of the present school law are needed, so as to ensure a larger appropriation from the State and the parishes, lengthen the sessions of the schools, and give better salaries to the teachers, and thus increase their efficiency. A growing sentiment in behalf of Free Schools is evidenced by the continuance, through private aid, of the schools for a longer period than the State appropriation provides for. The arrangements entered into by Dr. Sears, in reference to the Normal Schools in New Orleans, have been continued. To the Peabody Normal Seminary is granted the sum of fifty dollars each for forty scholars. For eleven years this Seminary has afforded free professional training to teachers; and about five hundred, mostly graduates of the New Orleans Public High Schools, or of Colleges, have availed themselves of the boon. Two hundred of the graduates are employed as teachers in Louisiana or elsewhere. Silver medals were awarded to Miss Nellie Boulware and Miss Julia R. Hedges. The Normal School for colored pupils, opened in 1877, graduated nine pupils in March last. The City School Board furnished accommodations for this school. To Miss L. V. Miller was awarded a bronze medal. A newspaper said that the graduates, "in point of appearance, scholarship, maturity of character, and enthusiasm in their work, will prove a great credit to the profession upon which they are entering." Efforts are

making to secure State aid for these schools, now almost exclusively sustained by the Peabody Fund. They occupy an anomalous position, and more consistency would be given to our work if they were taken under State supervision and help.

ARKANSAS.

In 1880 the school population, between the ages of six and twenty-one, was 255,286. There were 3,100 public schools, and the attendance did not fall below 125,000. The local officers, in many cases, made no distinction betwixt white and colored schools. The reputation of the State suffers from meagre statistics. In villages and towns, the school session was from six to nine months; in the rural districts, from three to four months. The State school fund was \$188,570.22. With what was derived from local taxation, the Superintendent thinks \$500,000 were expended on public schools, and hopes for \$700,000 this year. Some acts amendatory of the school law were passed by the last Legislature, but the cardinal features of the system were not touched. The Constitution unwisely forbids the levy of a local tax of more than five mills, and this inhibition "cripples the enterprise and liberality of districts fighting the nightmare of inadequate revenues." County supervision is the most pressing need, and the Superintendent is urging hopefully a more intelligent and efficient local management of school affairs. "I do not think it would be wise to disturb the framework of the present law. It is better to endure some defects than to take the risk of legislating upon so grave a matter. A school system is not made: it is a growth. More difficulties can be educated away than can be legislated away. Time and a vigorous popular interest are necessary to mature a school system." Despite constitutional and legislative drawbacks, there is rapid and substantial growth

in a favoring public sentiment. "Close observers say they have nowhere found so wakeful an interest and so many gratifying evidences of solid growth. Each year widens and heightens the educational horizon, diminishes the apathy and opposition that were once so formidable, gives the free-school system a warmer place in the appreciation and confidence of the people. . . . Public journals co-operate cheerfully ; politicians and business men are zealous in their advocacy of public education. . . . The genuineness of the interest in free education is shown in building and furnishing better school-houses and making more liberal provision for the education of the masses. The plan of supplementing the public revenues by private subscription for the purpose of lengthening the school term is becoming quite popular. . . . The school system is in a formative state. There are obstacles to be overcome, and it will require years of patient labor to do it. The encouraging feature is, that hostility and indifference are giving way all along the line, and all honest work is effective." It would be very unjust not to say that the tireless zeal and activity of the Superintendent, Hon. James L. Denton, have wrought this beneficial change in Arkansas. His eloquent appeals and able discussions kindle, wherever he goes, a responsive interest and enthusiasm.

"The Normal District Institutes have been a success. Eight of the series have been held, and the remaining four will occur in October. The excessive heat and drought have been serious hindrances, but the attendance and interest have been greater than in any previous year. Teachers are eager for information bearing upon school economy and methods of teaching. . . . Wherever the Institutes have been held, they have been cordially welcomed and hospitably entertained. They have not been confined to places easily accessible, but have, in a number of instances, been held in towns and villages remote from

railroads and navigable rivers. An idea may be formed of the proportions these educational meetings have assumed, when it is stated that the largest halls in the State have been filled with eager and sympathizing audiences. The Institutes exert a powerful influence on public sentiment, put both teachers and people in motion, and give life and vigor to the school system. Your appropriation for Normal Institutes in this State was timely, and will defray all the expenses of the series."

TEXAS.

The school population, between the ages of eight and fourteen, is 266,709, the colored being about one third. In 1880 there were nearly 6,000 schools, averaging the lamentably short session of seventy-three days. The sum of \$717,727 was expended for educational purposes. The provision made for the future education of Texans is magnificent. In 1839 three leagues of land, 13,284 acres, were given to each county for the support of free schools. The next year this was increased to 17,712 acres. These county school lands aggregate 2,833,920 acres. Thirty years ago the State set apart \$2,000,000 as a permanent school fund, and it amounts now to \$3,500,000 in the treasury, the interest being used for the support of free schools. The Constitution, last adopted, reaffirmed all that had been given to schools, and reserved for them the alternate sections retained by the State in grants made to railroads. Thus 50,000,000 acres of land were added to the free-school dowry. The Texas University has an endowment of 1,221,400 acres. The lands thus assigned for education make an immense aggregate of 54,055,320 acres. Besides these acres, the Constitution sets apart not more than one fourth of the general revenues of the State for the support of common schools. Contemplating the area of Texas, its rapidly growing population, mineral and

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agricultural productiveness, grazing capabilities, railroads intersecting all portions, penetrating Mexico and reaching the Pacific, the mind staggers at the possibilities of the future. The school fund, rightly administered and helped by judicious legislation, gives the State a vantage ground which is the prophecy and the assurance of the most prosperous civilization. If this imperial possession be rightly husbanded and wisely applied to universal education, the benefits may be perpetuated from generation to generation in ever multiplying ratio and ever increasing good. The school law needs some material modifications, so as to secure efficient supervision of the schools, longer duration of sessions, advance of the maximum of the school age, and to bring the educational system into completer harmony with what time and experience have demonstrated to be essential in other States. The last Legislature took steps for the organization and opening of a University, with free tuition, for both sexes. By popular vote, Austin was selected as the site for the literary branch. If the University be properly organized and the funds be wisely managed, the infant institution may, without long probation, take rank with the best and oldest.

The Sam Houston Normal College has so grown in public esteem that the Legislature increased the appropriation from \$14,000 to \$20,000. The Faculty has been reorganized, Dr. J. Baldwin, for fourteen years President of the Normal School at Kirksville, Mo., becoming the President. By Dr. W. T. Harris and other distinguished educators, he is highly commended as teacher and organizer. Conducting some of the summer Institutes with success, he enters upon his grave work not without popularity in the State. The Legislature also increased the appropriation, by \$3,000, for the colored Normal Institute at Prairie View. The public schools at Houston and Bryan have had aid from the Peabody Fund. Other towns, by local taxes and indi-

vidual contributions, are seeking to bring themselves within the conditions precedent to Peabody aid.

Institutes, supported from the Peabody Fund, have been held at San Marcos, Waxahache, Orange, Salado, Gainesville, Tyler, and Hempstead. The last was for colored teachers. These Institutes unfortunately, in their inception, had much opposition ; but, judging from the commendations of the press, prejudices were overcome and approval was won. The Superintendent writes: "The establishment of these summer Normal Schools or Institutes, considering all the circumstances and the opposition which they met in their inauguration, has been attended with the happiest results." . . . "The earnest, progressive, and faithful teachers who attended these Institutes have taken a new departure ; they strengthened the fraternal bonds which should ever characterize the profession ; they realized, in the interchange of views and comparison of professional experience, a wide and profitable field of improvement ; they enjoyed the opportunity of discussing and hearing discussed, in the light of the experience of the past and according to the standard of the most approved methods, every department of pedagogical work ; but, more than this, they witnessed in the class drill a practical exemplification of the truth of the theories advanced, and learned, by practice, how to apply them to the best advantage in the school-room."

I append a table, showing what disbursement of the income of the Fund has been made to the different States, and for what purpose, since I became Agent : —

Statement of the Department of the Interior, 1931.

GEORGIA.

State of Georgia, 1931. \$2,000

GEORGIA.

State of Georgia, 1931. \$1,000
 State of Georgia, 1931. 500
 State of Georgia, 1931. 500
 State of Georgia, 1931. 200

\$5,250

SOUTH CAROLINA.

State of Georgia, 1931. \$2,125
 State of Georgia, 1931. 1,200
 State of Georgia, 1931. 800

\$4,125

SOUTH CAROLINA.

State of Georgia, 1931. \$1,000
 State of Georgia, 1931. 450
 State of Georgia, 1931. 1,600
 State of Georgia, 1931. 500
 State of Georgia, 1931. 250
 State of Georgia, 1931. 250

\$4,050

GEORGIA.

State of Georgia, 1931. \$4,200
 State of Georgia, 1931. 500
 State of Georgia, 1931. 600

\$5,300

GEORGIA.

State of Georgia, 1931. \$1,700
 State of Georgia, 1931. 300

\$2,000

GEORGIA.

State of Georgia, 1931. \$1,500

MISSISSIPPI.

Nashville Scholarships	\$2,750
Teachers' Institutes	1,000
Holly Springs School	200
	<hr/>
	\$3,950

LOUISIANA.

Peabody Normal Schools	\$1,500
Educational Journal	200
	<hr/>
	\$1,700

TEXAS.

Sam Houston Normal College	\$4,500
Houston Public Schools	750
Bryan Public Schools	800
Teachers' Institutes	2,000
Educational Journal	200
Nashville Scholarships	2,550
	<hr/>
	\$10,800

ARKANSAS.

Teachers' Institutes	\$2,000
Nashville Scholarships	1,800
Educational Journal	200
	<hr/>
	\$4,000

TENNESSEE.

Normal College	\$3,000
Teachers' Institutes	1,500
Educational Journal	200
Jackson Public Schools	800
	<hr/>
	\$5,500

Total \$50,375

J. L. M. CURRY,
General Agent.

RICHMOND, VA., Oct. 1, 1881.

Mr. FISH, from the Committee, reported the following Resolution, which was unanimously adopted : —

Resolved, That the death of Mr. RIGGS removes from our Board a most valued and useful member, — one of those named by Mr. PEABODY himself in its organization ; an associate who had endeared himself by the gentle courtesy of his manners and the stern virtues of his character, and whose peculiar acquirements had been of the highest value in the administration of the Fund.

Mr. ANTHONY J. DREXEL of Philadelphia was unanimously elected to fill the vacancy in the Board caused by the death of Mr. RIGGS.

On the motion of Bishop WHIPPLE, it was

Voted, That the Executive Committee, with the General Agent, be authorized to distribute annually fifty silver Medals to graduates of the Normal Schools in the South, and five hundred bronze Medals to pupils of the common schools.

The Treasurer, Mr. WETMORE, read his Report.¹

Messrs. LYMAN and MANNING were appointed an Auditing Committee on the Treasurer's account and on that of the General Agent.

Judge MANNING presented the following Report : —

HON. ROBERT C. WINTHROP, *President of the Board of Trustees of the Peabody Education Fund.*

On reaching my home shortly after our last adjournment, I addressed the following letter to the Governor of Mississippi, and received the reply subjoined thereto : —

¹ See Statement, pp. 44-48.

ALEXANDRIA, LA., Feb. 18, 1881.

To his Excellency the Governor of Mississippi.

DEAR SIR, — The Trustees of the Peabody Education Fund instructed me, at their meeting on the 2d of this month, to urge upon the Executive and Legislature of your State the necessity and justice of providing for the payment of the interest of certain bonds donated to them by Mr. Peabody, and ultimately of the principal thereof. These bonds are commonly known as Planters' Bank Bonds, and amounted, interest included, to one million one hundred thousand dollars at the date (1867) of Mr. Peabody's donation. They are bonds of the State of Mississippi, issued in payment for stock in the Planters' Bank held by the State, from which she received large dividends for many years. The interest was paid till 1840, but not since voluntarily. Subsequent to that date one hundred thousand dollars were paid under a mandamus of the Supreme Court. Mr. Peabody, in making the donation, observes: "The validity of these bonds has never been questioned, and they must not be confounded with another issue of bonds made by the State to the Union Bank, the recognition of which has been a subject of controversy with a portion of the population of Mississippi. Various Acts of the Legislature — viz., of Feb. 28, 1842; Feb. 23, 1844; Feb. 16, 1846; Feb. 28, 1846; March 4, 1848 — and the highest judicial tribunal of the State have confirmed their validity; and I have no doubt that at an early day such legislation will be had as to make these bonds available in increasing the usefulness of the present trust. Mississippi, though now depressed [this was written in 1867], is rich in agricultural resources, and cannot long disregard the moral obligation resting upon her to make provision for their payment."

Transcribing for your perusal these words of our munificent Founder, so full of trustful confidence in the integrity of your State, may I not hope that your Excellency will at once determine to give the weight and force of Executive authority to whatever measures may be proper to be adopted in order to realize the confident expectation of Mr. Peabody. A recommendation in your next message to the Legislature of the payment of the interest on

these bonds, and of provision for their ultimate redemption, would awaken that body from its lethargy upon this subject.

Remember that the children of Mississippi are the recipients of Mr. Peabody's bounty equally with those of other States. One hundred scholarships have been established by the Trustees in the Normal College at Nashville, and Mississippi has nine of them, and besides receives her due proportion of assistance in her Normal Schools. In proportion to the increase of income consequent upon the payment by your State of the annual interest on these bonds, will be the additional benefits which her children will receive from the Peabody Fund; and not here alone, but those of the other Southern States which "have suffered from the destructive ravages, and the not less disastrous consequences, of Civil War."

I trust I have said enough to convince you that we, as Trustees of this great beneficence, ought no longer to remain silent and inactive, and that your State ought not to defer making provisions for our realization of the income which these bonds were expected to bring us.

I am, with great respect,

Your Excellency's obedient servant,

THOMAS C. MANNING.

JACKSON, MISS., March 4, 1881.

HON. THOMAS C. MANNING, ALEXANDRIA, LA.

DEAR SIR,—I have the honor to acknowledge the receipt of your communication of the 21st ultimo in reference to the repudiated "Planters' Bank Bonds," donated by Mr. Peabody to the Educational Fund of the State of Mississippi. Our Legislative sessions are biennial, and the first session will be in January, 1882, at which time I will lay before that body your letter for its consideration. You are, of course, aware of the fact that these bonds are excluded from legislative consideration by an amendment to our State Constitution, and the question can only come up upon a proposition to further amend the Constitution. With my convictions of duty under the Constitution, I cannot recommend the legislation you suggest, but will submit your letter for such action as the Legislature may think proper.

Yours most truly,

J. M. STONE.

I did not know, before reading this letter, that a constitutional prohibition had been interposed to prevent our realization of this addition to our Fund, and I suppose all the members of the Board shared my ignorance. In response to my inquiry of the time and manner when this prohibition was interposed, the Governor informed me that an amendment to the Constitution of Mississippi was adopted Nov. 2, 1875, by the people, and was ratified by the Legislature in 1876. It is in these words:—

“Nor shall the State assume, redeem, secure, or pay any indebtedness, or pretended indebtedness, claimed to be due by the State of Mississippi to any person, association, or corporation whatsoever, claiming the same as owners, holders, or assignees of any bond or bonds, now generally known as Union Bank Bonds, or Planters' Bank Bonds.”

Thus it appears the repudiation was made nearly ten years after Mr. Peabody's donation of the bonds to our Board, and at a time when the children of Mississippi were receiving their full proportion of the Fund, derived from bonds and other investments upon which interest has been paid. It is impossible to believe that this was done with a full knowledge of the history of these bonds, and of the effect of the loss of this income upon the education of Southern children.

Respectfully submitted,

THOMAS C. MANNING.

Oct. 5, 1881.

On the motion of Mr. EVARTS, it was

Voted, That the Committee be requested to continue its attention to the above question during the next session of the Mississippi Legislature, and, if occasion offers, to present the question before them.

The officers of last year were re-elected.

The Committees were appointed as follows : —

Executive Committee : Hon. WILLIAM AIKEN, Hon. W. M. EVARTS, Hon. A. H. H. STUART, General J. K. BARNES, Hon. H. R. JACKSON, with the Chairman, *ex officio*.

Finance Committee : Hon. W. M. EVARTS, Hon. HAMILTON FISH, Chief Justice M. R. WAITE, Colonel T. LYMAN, ANTHONY J. DREXEL, Esq., with the Treasurer, *ex officio*.

On motion of Bishop WHIPPLE, it was

Voted, That the General Agent render a quarterly account to the Finance Committee.

Adjourned to Friday, at 11 A.M.

October 7.

The Trustees met at 11 A.M.

Present : Mr. WINTHROP, the Chairman, and Messrs. FISH, AIKEN, GRANT, EVARTS, WETMORE, STUART, BARNES, WHIPPLE, JACKSON, HAYES, MANNING, and LYMAN, with the General Agent, Dr. J. L. M. CURRY.

The acceptance of Mr. ANTHONY J. DREXEL as a member of the Board was received.

It was

Voted, That a sum be paid Dr. STEARNS of Nashville for the rent he has been obliged to pay for a house at a rate not exceeding \$500 a year.

The following Reports of the Auditing Committee were presented and accepted : —

The Committee to whom was referred for examination the Treasurer's account to June 30, 1881, find vouchers for all payments charged by the Treasurer; and there remained in his hands on deposit in the Bank of America \$12,940.15, of which \$53.05 was principal, and \$12,887.10 was income.

Respectfully submitted,

THEODORE LYMAN.

T. C. MANNING.

The Committee to whom was referred the account of the General Agent, to June 30, 1881, find the same properly vouched, and that the sums received correspond to those paid by the Treasurer.

THEODORE LYMAN.

T. C. MANNING.

The Auditing Committee presented the following votes, which were passed:—

Voted, That the action of the Treasurer—pursuant to the authority given him at the last meeting of the Trustees—in exchanging and funding the City of Mobile 6 per cent Bonds, \$30,000, and Fundable Scrip, \$250.45, with the past due coupons and interest on said bonds to 1 January, 1881, \$5,700, amounting, together, to \$35,950.45, for the new bonds of the City of Mobile due 1 January, 1906, on the terms as provided by the Act passed by the General Assembly of the State of Alabama, approved 8th of December, 1880, and applying from income \$24.77 to make an even bond of \$500, making now held by the Trustees \$36,000 new bonds, costing \$35,975.22, and deposited for safe keeping with the Fidelity Insurance Trust and Safe Deposit Company, Philadelphia, whose Certificate therefor the Treasurer now holds, be and is hereby approved and confirmed.

Voted, That the action of the Treasurer and Mr. GEORGE W. RIGGS, pursuant to the authority given them at the last meeting of the Trustees to invest the money belonging to the principal then in the Treasury, in Bonds of the United States at their discretion, in investing said principal on deposit in the United States Trust Company, consisting of an uninvested balance, \$44.86, proceeds of Bonds of the State of Louisiana Consols, \$26,465.62, proceeds of the Supplementary Assented Union Trust Company of New York Certificates for the Columbus, Chicago, & Indiana Central Railway Company consolidated First Mortgage Bonds, \$95,787.50, and cash in bank, 71 cents, amounting, together, to \$122,298.69 in \$109,100 United States Registered 4 per cent Consols, 1907, costing net \$122,291.06, leaving a balance uninvested of \$7.63, be and is hereby approved and confirmed.

Voted, That the action of the Finance Committee in instructing the Treasurer to sell, and his action in selling the United States Registered 6 per cent Bonds, Acts of July 17 and August 5, 1861, \$56,000, and Act of March, 1863, \$7,000, amounting together to \$63,000, maturing 1 July, 1881, realizing net proceeds of principal, \$64,059.67, and investing the same, with a cash balance of principal of \$7.63, amounting, together, to \$64,067.30, in \$54,900 United States Registered 4 per cent Consols, 1907, costing net \$64,060.87, leaving a balance uninvested of \$6.43, be and is hereby approved and confirmed.

Voted, That the action of the Finance Committee in instructing the Treasurer to sell the United States Registered 5 per cent Bonds, Funded Loan 1881, amounting to \$744,000, and his action in carrying the same into effect by their transfer to said United States 5 per cent Bonds continued, and selling them, realizing proceeds of principal, \$761,565, and investing the same, with a cash balance of

principal of \$6.43, amounting, together, to \$761,571.43, in \$651,400 United States Registered 4 per cent Consols, 1907, costing net \$761,518.38, leaving a balance uninvested of \$53.05, be and is hereby approved and confirmed.

On the motion of Mr. EVARTS, —

Voted, that the subject of the sum of money belonging to the Fund, and now in the hands of the executors of the estate of the late Dr. SEARS, be referred to the Finance Committee.

Adjourned to the first Wednesday in October, 1882 ; or subject to the call of the Chairman.

THEODORE LYMAN,
Assistant Secretary.

Statement of Changes in Securities since June 30, 1879.

The State of Louisiana Consolidated 7 per cent Bonds.			
\$11,900 per statement of June 30, 1877	\$11,870.97		
44,800 " " " " October 1, 1878	44,800.00		
92 Certificate for fractional part of Bond per Statement Oct. 1, 1878	92.00		\$56,762.97
<u>\$56,792</u>			
The above Bonds and Certificate were sold as follows :—			
\$5,000 Bonds . . . @ 46	\$2,300.00		
25,000 " . . . @ 46½	11,656.25		
26,000 " . . . @ 47	12,220.00		
700 small Bonds, } @ 45½	360.36		
92 Certificate, }			
	<u>\$26,536.61</u>		
	Less Commission paid	70.99	
<u>\$56,792</u>	Proceeds	<u>\$26,465.62</u>	
	Showing a loss of	30,297.35	56,762.97
The Consolidated First Mortgage Bonds of the Columbus, Chicago, and Indiana Central Railway Company, amounting to \$90,000, were transferred (1875) from the Fidelity Insurance Trust and Safe Deposit Company, Philadelphia, and deposited in the Union Trust Company, New York.			
The Receipt of the Union Trust Company for the \$90,000 of said Bonds deposited with them was exchanged (1879) for 90 Certificates, given by said Company, of \$1,000 each, representing the Bonds deposited.			
The Supplementary Agreement of the Bondholders, dated the 22d of August, 1879, was signed, and the 90 Certificates given by the Union Trust Company of \$1,000 each (representing the Bonds deposited with said Company) were duly stamped in conformity with the agreement.			
These Certificates, known as the Supplementary Assented Union Trust Company of New York Certificates, for the Columbus, Chicago, and Indiana Central Railway Company Consolidated First Mortgage Bonds, were sold (1881) as follows :—			
\$70,000 @ 106½	\$74,550.00		
20,000 @ 106¼	21,350.00		
	<u>\$95,900.00</u>		
	Commission paid	112.50	
<u>\$90,000</u>	Proceeds		\$95,787.50
Thus the Consolidated First Mortgage S. F. Bonds of the Columbus, Chicago, and Indiana Central R. R. Company, due 1 April, 1908 :—			
\$90,000 per valuation (as originally given)	\$90,000.00		
By the proceeds of Certificates, as stated above, held as principal, show a gain of		5,787.50	
(See page 42.)			<u>\$95,787.50</u>

Statement of Changes in Securities since June 30, 1879 — (continued).

The City of Mobile 6 per cent Bonds, due in 1905,—\$30,000 and Fundable Scrip, \$250.45,—were, with the past-due coupons to November 1, 1880, and interest for November and December, 1880, exchanged for, and funded into, new Bonds issued in the name of the City of Mobile due January 1, 1906, on the terms as provided by the Act passed by the General Assembly of the State of Alabama, approved 8th of December, 1880; namely,—		
Bonds	\$30,000.00	
Fundable Scrip	250.45	
	<u>\$30,250.45</u>	
Past-due Coupons to November 1, 1880	\$5,400.00	
Interest for November and December, 1880	300.00	
	<u>5,700.00</u>	
	\$35,950.45	
Cash paid to make an even new Bond, being on \$49.55 @ 50 per cent Making now held as Principal,—	24.77	
\$36,000 City of Mobile Bonds due January 1, 1906, costing		\$35,975.22
City of Mobile 6 per cent Bonds due 1905, by Statement June 30, 1877	\$30,000.00	
City of Mobile Fundable Scrip, by Statement June 30, 1877	250.45	
	<u>\$30,250.45</u>	
By funding the interest with cash applied as above stated and now held as principal, shows a gain of	5,724.77	
		<u>35,975.22</u>
<hr/>		
The Principal on deposit in the United States Trust Company, consisting of Proceeds of State of Louisiana Consolidated 7 per cent Bonds	\$26,465.62	
Proceeds of Supplementary Assented Union Trust Company of New York Certificates for the Columbus, Chicago, and Indiana Central Railway Company Consolidated First Mortgage Bonds	95,787.50	
Uninvested Balance	44.86	
	<u>122,297.98</u>	
Amounting to		
Was withdrawn, and with Balance of Principal, Cash . . . . .	.71	
Making		\$122,298.69
Was invested in U. S. 4 per cent Consols, 1907, Registered, as follows:—		
\$60,000 @ 112	\$67,200.00	
Commission paid	37.50	
	<u>\$67,237.50</u>	
49,000 @ 112 $\frac{7}{8}$	\$54,910.63	
Commission paid	30.62	
	<u>54,941.25</u>	
100 @ 112 $\frac{1}{2}$	\$112.25	
Commission paid . . . . .	.06	
	<u>112.31</u>	
\$109,100 Costing	122,291.06	
Balance of Principal, Cash	7.63	
	<u>\$122,298.69</u>	

Statement of Changes in Securities since June 30, 1879 — (continued).

The U. S. 6 per cent 1881 Registered Bonds—Acts of July 17 and August 5, 1861, \$56,000, and Act March 3, 1863, \$7,000, were sold, and the proceeds were reinvested, as follows:—			
\$56,000 per valuation @ 103½ premium (as originally given)	\$61,810.00		
7,000 " " " " " "	7,726.25		
\$63,000		. . . .	\$69,536.25
\$63,000 Bonds were sold @ 103½ .	\$65,362.50		
Commission paid	39.38		
	\$65,323.12		
Deduct Accrued Interest on Bonds			
(included in price)	1,263.45		
Proceeds	\$64,059.67		
Showing a loss of	5,476.58	. . . .	69,536.25
The Proceeds of the above Bonds	\$64,059.67		
And Balance of Principal	7.63	. . . .	64,067.30
Were reinvested in U. S. 4 per cent Consols, 1907, Registered, as follows:—			
\$54,000 @ 117½	\$63,213.75		
Commission paid	33.75		
	\$63,247.50		
900 @ 117½	\$1,053.56		
Commission paid . . . . .	.56		
	1,054.12		
Deduct Accrued Interest on Bonds			
(included in price), on \$54,000 .	\$236.71		
900	4.04		
\$54,900	240.75	\$54,060.87	
Cost of Bonds		6.43	
Balance of Principal, Cash			\$64,067.30

Statement of Changes in Securities since June 30, 1879 — (continued).

U. S. 5 per cent Funded Loan, 1881, Registered Bonds : —				
\$202,000	per valuation @ 3 premium (as originally given on U. S. 5's, 1874)		\$208,060.00	
210,900	by reinvestment per statement June 30, 1877 — cost		235,021.68	
158,300	" " " " " " "		177,202.21	
172,800	" " " " October 1, 1878		182,840.96	
<u>\$744,000</u>				\$803,124.85
The said Bonds were transferred to U. S. 5 per cent, 1881, continued, and sold as follows : —				
\$144,000	@ 102½	\$147,780.00		
	Commission paid	90.00		
		<u>\$147,690.00</u>		
200,000	@ 102½	\$205,000.00		
	Commission paid	125.00		
		<u>204,875.00</u>		
200,000	@ 102½	\$204,500.00		
	Commission paid	125.00		
		<u>204,375.00</u>		
200,000	@ 102½	204,750.00		
	Commission paid	125.00		
		<u>204,625.00</u>		
\$744,000	Proceeds	\$761,565.00		
	Showing a loss of	41,559.85		
		<u>803,124.85</u>		
The Proceeds of the above Bonds			\$761,565.00	
And Balance of Principal			6.43	
Were re-invested in U. S. 4 per cent Consols, 1907, Registered, as follows : —				
\$100,000	@ 116½	\$116,875.00		
	Commission paid	62.50		
		<u>\$116,937.50</u>		
200,000	@ 116½	\$233,750.00		
	Commission paid	125.00		
		<u>233,875.00</u>		
170,000	@ 116½	\$198,475.00		
	Commission paid	106.25		
		<u>198,581.25</u>		
181,400	@ 116½	\$212,011.25		
	Commission paid	113.38		
		<u>212,124.63</u>		
\$651,400	Cost of Bonds	\$761,518.38		
	Balance of Principal, Cash	53.05		
		<u>\$761,571.43</u>		

Statement of Securities held by "The Trustees of the Peabody Education Fund,"
October 1, 1881.

DESCRIPTION OF SECURITIES.	RATE OF INT.	DUE.	PAR OF SECURITIES.	PRINCIPAL.	
U. S. 6 per cent Currency Bonds, Registered	6		\$82,000	\$93,619.39	
U. S. 4 per cent Consols, 1907, Registered	4		461,700	470,540.29	
U. S. 4 per cent Consols, 1907, Registered	4		109,100	122,291.06	
U. S. 4 per cent Consols, 1907, Registered	4		54,900	64,060.87	
U. S. 4 per cent Consols, 1907, Registered	4		651,400	761,518.38	
			\$1,359,100	\$1,512,029.99	
City of Pittsburg 4 per cent Bonds . . .	4	1 Jan., 1913	30,000	30,000.00	
City of Pittsburg 5 per cent Bonds . . .	5	1 " "	8,000	8,000.00	
City of Mobile Bonds . . .	various	1 Jan., 1906	36,000	35,975.22	
City of New Orleans 6 per cent Bonds . .	6	1 July, 1892	10,000	10,000.00	
City of Louisville Bonds issued to Louis- ville & Nashville R. R. Co.	6	1 April, 1883	79,000	79,000.00	
State of Alabama Bonds	various	1906	79,200	79,200.00	
Second Mortgage Bonds Syracuse, Bing- hamton, & New York R. R. Co.	7	1 June, 1887	98,000	98,000.00	
			\$1,699,300	\$1,852,205.21	
Cash				53.05	
Loss on U. S. 5-20's, 1865, \$221,100; Reg- istered Bonds "called in"		\$5,262.73			
Loss on U. S. 5-20's, 1865, \$359,500; Reg- istered Bonds "called in"		10,847.51			
Loss on U. S. 10-40's, \$468,200; Registered Bonds "called in" and sold		29,923.41			
Loss on U. S. 6's, 1881, \$63,000; Registered Bonds "called" and sold		5,476.58			
Loss on U. S. 5's, Funded Loan, 1881, continued, \$744,000; sold		41,559.85			
Loss on State of Louisiana Bonds exchanged and funded; principal \$19,000, @ 60 per cent = \$11,400 . . . \$7,600.00					
Less by Interest funded and now held as Principal	470.97	7,129.03			
Loss on City of Mobile Bonds exchanged and funded; Prin- cipal, \$34,300, @ 75 per cent = \$25,725	\$8,575.00				
Less by Interest funded and now held as Principal	4,525.45	4,049.55			
Loss on Consolidated Associa- tion Planters of Louisiana Bonds exchanged for and funded into State of Louisi- ana Consolidated 7 per cent Bonds; Principal, \$69,600, @ 60 per cent = \$41,760 . . . \$27,840.00					
Less by Interest funded and now held as Principal	3,132.00	24,708.00			
Loss on State of Louisiana Con- solidated 7 per cent Bonds and Certificate, \$56,792, sold		30,297.35			
		\$159,254.01			
Less by Interest on City of Mo- bile 6 per cent Bonds funded into new Bonds City of Mobile, due 1906	\$5,700.00				
Cash applied from income to make up new Bond	24.77	\$5,724.77			
By Gain on sale of Supplement- ary Assented Union Trust Company of New York Cer- tificates for the Columbus, Chicago, & Indiana Central Railway Company Consoli- dated First Mortgage Bonds	5,787.50	11,512.27		147,741.74	\$2,000,000.00

INACTIVE. — 464 State of Mississippi (Planters' Bank) 6 per cent Bonds. \$1,000 each.
143 Florida 6 per cent Bonds, of which 21 Bonds are for \$1,000 each, and 122 Bonds are for
\$1,000 or £225 each.

TWENTY-FIRST MEETING OF THE TRUSTEES.

NEW YORK, Oct. 4, 1882.

THE Trustees met at the Fifth Avenue Hotel, in New York, October 4, at 12 M.

There were present: Messrs. FISH, EVARTS, WETMORE, STUART, WAITE, WHIPPLE, LYMAN, HAYES, MANNING, and DREXEL, and the General Agent, Dr. CURRY.

Mr. FISH was the Chairman, in the absence of Mr. WINTHROP.

The following letter from Mr. WINTHROP was read:—

PARIS, 6 September, 1882.

DEAR DR. CURRY,—Your most kind and welcome letter of the 2d of last month reached me at Geneva on the 19th. It renewed and increased my regrets that it would be impossible for me to be at our Annual Meeting in October. I am sorry to lose the opportunity of saying to the Trustees how highly I appreciate your services, and how heartily I wish you "God-speed." Good Dr. Sears would have been delighted to know that all his predictions and promises had been verified, and that his mantle had fallen upon one who was wearing it so worthily. I have followed you from time to time in your visits to so many of the Southern States, and have read the reports of your addresses with the utmost satisfaction. You speak as a Southern man to Southern men. Let me rather say, you speak as a Union man to Union men, and in a cause which

is the cause of the whole country. Free, universal, common-school education is not a luxury which can be dispensed with or postponed, but a necessity for our land. It is the daily bread of any system of self-government. Our institutions cannot go on safely without it. Wherever it is wanting, it must be supplied, and our National Government will be false to itself, if it fails to do its rightful share in supplying the want.

That share is eminently, I will not say, exclusively, the education of the millions of new voters it has created in giving the elective franchise to the Freedmen. There is no adequate resource for this particular need except in the bounty of the General Government. Our Peabody Trustees have never neglected to include the Freedmen in their distribution of the means at their command, and you are constantly ministering to the schools of colored and white children alike. We welcome, too, the co-operation of the noble "Slater Trust" in the work in which we are engaged, and recognize its special importance to the education of the Freedmen. But what are these among so many? Millions of dollars are needed, where only thousands, or even hundreds, are thus far provided. A liberal appropriation by Congress, like that which our Board has so recently invoked, is essential to the work; and every year's delay in making such an appropriation aggravates the mischief to be remedied. It must be a real sorrow to you, and one in which I heartily sympathize, that our Memorial has been so little heeded, and that a necessity so crying has failed of its due and timely relief.

Meantime, we have also to regret that a rightful increase of our own resources still awaits the action of one of the States, which has shared from the first in our annual disbursements. Judge Manning is entitled to our grateful acknowledgments for his efforts in this behalf, and I trust that his admirable appeal to the Legislature of Mississippi will be included in our Annual Proceedings.

Once more, let me express my sincere regret that I cannot be with you next month. Present my cordial regards to all our associates, and believe me, ever faithfully,

Yours,

ROBERT C. WINTHROP.

HON. J. L. M. CURRY, LL.D.

P. S. — Before closing this letter, I have observed, in one of the journals, Senator Brown's excellent gift of \$50,000 to aid poor scholars in the University of Georgia. This is in full accord with our Normal scholarship system, and I hope that so worthy an example will be followed by other wealthy Southern men. I rejoice in such manifestations of interest in the great cause.

The General Agent, Dr. CURRY, then read the following Report:—

REPORT OF HON. J. L. M. CURRY, GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

GENTLEMEN, — Although the administration of the Peabody Education Fund has been in operation since 1867, and twenty full reports have been published and widely distributed, it affords matter for surprise that inaccurate notions are entertained as to the intention of Mr. Peabody, the amount of the Fund, and the oft-declared policy of the Trustees. Applications for aid for the most diverse objects — educational, religious, charitable, personal — are constantly made. It seems almost impossible to eradicate two misapprehensions: first, that the Fund was intended as a charity for the poor; and secondly, that all schools complying with the prescribed conditions precedent are entitled to *pro rata* assistance. One of the most urgent pleas for help is that the community is poor. Much as this appeal may excite personal sympathy, the Fund is not eleemosynary, but has a distinct and well-defined object.

As the income of the Fund is limited, only a few schools can be aided; and the Trustees, in accordance with the wish of Mr. Peabody, by judicious selections of schools and localities, and by appropriations limited as to amount and time, have sedulously striven to aid in the establishment of a permanent system of "free schools for the whole people."

The prime purpose of aiding nascent school-systems of the Southern States so as to enable them to attain to permanency and efficiency has been kept steadily in view. Thus to stimulate communities and States has required wisdom, patience, firmness, acquaintance with men and educational systems, large correspondence, and much travel.

Another error, not so prevalent, is that the Fund is for the exclusive benefit of the white race. By carefully chosen language, both races were included in the benefaction; and the late and the present General Agent have esteemed it a patriotic and Christian privilege to carry out the wishes of the Founder of the Trust and of the Trustees that no discrimination betwixt races should be made beyond what a wise administration required. In every State aid is given to the colored race, and the General Agent has frequently besought and obtained from State Superintendents special efforts in behalf of the improvement of colored schools and colored teachers.

While primarily and literally the distribution of money has been the work of the Trustees, yet to be confined to that narrow duty would be a perversion of the enlightened and far-reaching aim of the Gift. The scope and purpose of the Trust were much broader. To be the mere channel for conveying benefactions would be a degradation of the beneficent purpose of the great philanthropist. Few men saw more clearly the needs of the South, and what was necessary to supply them. His vision and aim were not limited to the bestowment of a mere benefaction. "A permanent and self-sustaining system of popular education" was not the work of a day, nor to be accomplished

by the expenditure of any sum of money, however large or helpful. It would require time, perseverance, sagacity, the mastery of prejudices, the education of public opinion, wise and constantly improving legislation, patriotic levy and collection of taxes, the establishment of model schools with the most improved methods, the elevation of the profession of teaching, and the training of men and women in that art and science. The "Peabody Education Fund" aspires to be a co-laborer with patriots and advanced educators in securing universal education. In her changed condition, with the fearful poverty and illiteracy of her people, the South needed to be reconstructed on the basis of free schools, free for both races, as just and wise and indispensable; and the Trustees, surveying the whole field, lifted above sectarian and sectional and partisan views, have addressed themselves to the task of being with the foremost in leading the cause of free education. It would be easy to accumulate proofs that the Fund has been a most salutary agent in pioneering and working out the beneficent reform in education in the South. An enthusiastic journal in the far Southwest says: "We may with justice affirm that the Trustees and General Agents of the Peabody Education Fund have done more, during the last fourteen years, to promote the actual welfare of the Southern States and to cement the bonds of the American Union than all the statesmen and politicians of the Republic have been able to effect." Governors and Superintendents of Public Instruction often gratefully acknowledge the indebtedness of their States for substantial pecuniary help and more beneficial counsel. Wherever your General Agent has gone, in the discharge of his duties, Legislatures and towns have given him welcome and invited him to make addresses, explanatory of the scope and purposes of the Fund as well as on the question most vital to the American people. It is a sad fact that many need to be educated to an appreciation of the value of

education. A larger number need information and instruction as to the superior economy of public schools, the best methods of organizing and conducting them, and the obligation of States to furnish free education. Public addresses are supplemental to the printed page. The living voice can sometimes reach those not otherwise accessible. All available agencies for enlightening the public mind and arousing the public conscience, so as to secure the education of all, should be utilized. A personal address secures ready access to large audiences and enables the speaker to adapt his teaching to varying circumstances. What may be needed in a particular locality cannot always be ascertained until one is present in person. The use of this agency will be necessary for some years. Reports of Superintendents, Proceedings of Educational Associations and Institutes, accomplish much good; but information, accurate and thorough, must be more generally diffused, arguments must be repeated and simplified, until free education by State authority shall be incorporated into mental habitudes and civil organism as thoroughly and indestructibly as popular elections and trial by jury.

One cannot but contemplate with intense joy the potent agencies which are at work to place beyond contingency or peril the free-school systems. If it were not invidious it would be pleasant to specify certain Southern newspapers, which, although chiefly political, have given column after column to accounts of Normal School and Institute exercises, and to convincing arguments in favor of free schools. Unusual as such mention may be, it would be unjust not to refer to the valuable labors of Rev. A. D. Mayo, one of the editors of the "New England Journal of Education," whose addresses in Virginia, North Carolina, and South Carolina have been stimulating and instructive, and whose "ministry of education" has been productive of much good.

On 2 March, 1882, John F. Slater, of Norwich, Connecticut, gave one million of dollars in trust to several gentle-

men who have been created by the State of New York a body politic and corporate by the name of "The Trustees of the Slater Fund." Two of the members of this Board, Ex-President Hayes and Chief Justice Waite, are among the incorporators. The general object of the trust is to apply, for a term of years, the income to "the uplifting of the lately emancipated people of the Southern States and their posterity, by conferring on them the blessings of a Christian education," so as "to make them good men and good citizens." While the prosecution of the general object is left to the discretion and largest liberty of the Trustees, Mr. Slater indicated, as desirable objects, "the training of teachers from among the people requiring to be taught," and "the encouragement of such institutions as are most effectually useful in promoting this training of teachers."

After the lapse of thirty-three years, the Trustees are authorized, if they deem it best, "to apply the capital of the Fund to the establishment of foundations subsidiary to those already existing institutions of higher education in such wise as to make the educational advantages of such institutions more freely accessible to poor students of the colored race." The trust is to be administered in the interest of a generous patriotism and an enlightened Christian faith.

Another illustration of honorable munificence, more local in its benefits, is the gift of Paul Tulane, of New Jersey. To certain persons, incorporated under the name of "The Administrators of the Tulane Education Fund," Mr. Tulane, in June, 1882, executed a trust-deed, conveying certain real estate in the city of New Orleans, State of Louisiana, "for the promotion and encouragement of intellectual, moral, and industrial education among the white young persons in the city of New Orleans, and for the advancement of letters, the arts, and sciences therein." The desire of the donor is, that the administrators "shall establish or foster institutions of a higher grade of learning where the young persons to be benefited shall,

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upon due examination, be found competent and qualified both by age and previous training to receive the benefits of a more advanced degree of educational culture." The Administrators, a self-perpetuating body, are authorized, after fifty years, to distribute the property, or the proceeds from the sale thereof, among such educational or literary institutions, or for such educational purposes, as they may determine in the city of New Orleans, and as are contemplated by the gift.

Such benefactions, for such unselfish purposes, are honorable to our race and country, and their influence will survive with increasing strength and usefulness. Mr. Slater says: "I am encouraged to the execution in this charitable foundation of a long-cherished purpose by the eminent wisdom and success that has marked the conduct of the Peabody Education Fund in a field of operation not remote from that contemplated by this Trust." The letter of Mr. Tulane furnishes internal evidence, corroborated by the statement of the counsel who drew the papers, that the gift of Mr. Peabody and the administration of the Fund afforded much assistance in shaping the terms of the trust.

Stimulating and valuable as are these gifts, the Southern States cannot rely on individual beneficence. Education is a civil as well as a parental duty. It is of the essence of true manhood. By no other means can man make the best of himself and fulfil his obligations. It is his inalienable birthright. What is true of all men is especially true of an American citizen. General intelligence is necessary to popular liberty, to the safety and perpetuity of our representative institutions. "Maximum education makes minimum government possible and secures maximum liberty." "An enlightened people is the best constitution of any State." From several tables prepared by the Bureau of Education for Hon. H. W. Blair, the following has been constructed, and it is self-expository:—

States.	Total Population.	Per cent of White Population to Yrs. of Age and over who cannot write.	Same for Colored.	Illiterate Voters.		School Population.	Enrollment.	School Age.	Length of School Yr. in Days.	Assessed Valuation of Property.		Amount raised by Taxation, State and Local, for Public Schools.
				White.	Colored.					1860.	1880.	
ALABAMA . .	1,262,305	16.88	53.58	30,087	103,439	388,003	179,490	7-21	80	\$432,198,762	\$122,867,228	\$230,000
ARKANSAS . .	802,525	16.66	49.04	25,118	34,222	247,547	79,972	6-21	-	180,211,330	86,409,364	189,080
FLORIDA . .	269,493	13.85	47.62	5,442	19,876	88,677	39,315	6-21	74	68,929,685	30,938,309	104,530
GEORGIA . .	1,542,180	15.78	53.98	35,847	123,659	433,444	236,533	6-18	125	618,232,387	239,472,599	471,029
LOUISIANA . .	939,946	12.96	53.49	17,406	89,395	273,845	68,440	6-18	118	435,787,265	160,162,439	450,000 (a)
MISSISSIPPI .	1,131,597	11.15	49.03	13,895	104,061	426,689	236,704	5-21	77.5	509,472,912	110,628,129	334,769
N. CAROLINA	1,399,750	22.14	51.07	58,218	87,076	459,324	223,606	6-21	54	292,297,602	156,100,202	314,719
S. CAROLINA.	995,577	15.28	51.30	17,168	100,032	228,128	134,072	6-16	77	489,319,128	133,560,135	440,110
TENNESSEE .	1,542,359	18.99	48.20	59,367	63,469	544,862	200,141	6-21	68	382,495,200	211,778,538	698,776 (b)
TEXAS . . .	1,591,749	10.35	48.80	32,559	60,914	230,527	186,786	8-14	73	267,792,335	320,364,515	678,603 (c)
VIRGINIA . .	1,512,665	13.02	49.97	35,502	107,170	555,807	220,736	5-21	113	657,021,336	308,455,135	1,261,975
W. VIRGINIA	618,457	12.70	39.12	22,670	3,769	210,113	142,850	6-21	99	- - -	139,622,795	703,185

(a) Estimated. (b) Includes income from Permanent Fund. (c) State Appropriation.

\$2,017,361,298. Valuation in 1880.

2,014,514,890. " " 1870.

\$2,846,408. Increase in value of property since 1870, but there was a decrease in all the States except Georgia, Texas, and North Carolina.

Four millions of adult citizens and two millions of voters, one fifth of the electors, cannot write their names! Add to this formidable array a school population of eighteen millions in the United States, of whom seven and one half millions are growing up in ignorance of the alphabet!

An ancient philosopher says the perfect ideal of a state is a people trained and fitted by intelligence and moral principle for governing themselves. With us, millions of citizens have the most imperfect knowledge of political matters, of the history, doctrines, and aims of parties, of our government and Constitution; and the men thus ignorant have the right to vote. Voting implies knowledge, choice, will; but the mental and moral relation of superstition, stolid ignorance, and perverse prejudice to voting is nearly as zero to one million. The theory of despotism is that government is impossible except on the basis of ignorant loyalty or coerced subjection of the masses, and that the "better born" have a Divine right to rule. Hence alliances and compacts have been formed to protect rulers against people and uphold those in authority against popular discontent and revolution. Our republican idea is that political power comes from the people, and that national welfare and good government best comport with liberty, and that liberty is impossible without intelligence. Besides the descendants of the original citizens who made our governments, we have a host of men awaking to a new life from centuries of debasing bondage and invited to a full participation in the management of our complex system of inter-related governments. The wisest political philosophers and statesmen have regarded good government under the environments of American civilization and institutions as demanding the highest exercise of all the capabilities of the human mind, as worthy of the incessant striving and noblest ambition of the patriotic and the pure; but the problem is now presented under more serious embarrassments.

To form a more perfect government, insure impartial administration of justice, honest execution of laws, faithful observance of engagements, to promote domestic tranquillity and the general welfare, to improve social and civil institutions, to contribute somewhat as a people to the political moral, and intellectual elevation of the human family by a lustrous example of equality and right, with a horde of voters, incapable of an intelligent and voluntary use of the grand prerogative of an American freeman, is a task which almost paralyzes hope and patriotism.

Primarily, the States should furnish gratuitous education; but their inability or unwillingness does not excuse the General Government from its obligation to fit citizens, especially those lately emancipated, for the freedom and citizenship and suffrage which have been conferred upon them.

Several bills were introduced at the late session of Congress, making appropriations in aid of free schools. These elicited able reports and speeches demonstrating the necessity of prompt and efficient action. From Legislatures, educational conventions, newspapers, private citizens, a great volume of petition has been uttered in the ears of Congressmen. Copies of the Memorial of the Trustees were furnished, and the General Agent also sent a separate petition.¹ By invitation he addressed both the Senate and the House Committees on Education. Unfortunately, no vote was reached on any of the bills. A measure so vital demands that there shall be no remission of effort, no flagging of energies, no abatement of zeal, until this scheme of patriotism and self-preservation shall be matured into a law.

In connection with each State will be detailed what has been done by Institutes for teacher-training. These valuable auxiliaries are becoming more popular, and their usefulness is more generally recognized. It is necessary to guard them against becoming mere occasions of pleasant

¹ See Appendix.

entertainment. Lectures on popular subjects, to stimulate reading and thought and awaken a sounder educational sentiment, are allowable; but the Institutes, maintained from the Peabody Fund, are for the teachers of public schools. While the fundamental principles of teaching are universally applicable, yet learned (scientific) discussions do not meet the needs of the great body of our teachers. What may be adapted to college professors and teachers in academies is not necessarily what the primary teacher needs. Methods of teaching spelling, writing, reading, geography, arithmetic, grammar, must be kept in prominence, or Peabody money will not be used for the objects the Board has in view. General preparation being presupposed, professional training should be the aim. Normal Schools, while deserving increased encouragement, are not likely to supply fully the want of trained teachers. Out of thirty thousand teachers employed in New York, only one thousand and ninety-five hold Normal diplomas.

The Normal College at Nashville had a profitable and successful year. The Commencement was of unusual interest; and, as evidence of popular estimation, the large room used was not able to hold those desiring admission. The degree of Licentiate of Instruction was conferred upon thirty-three persons, and of Bachelor of Arts upon eight persons.

Peabody medals were awarded to pupils having attained the requisite ninety per cent during the whole year in scholarship, deportment, teaching ability, &c., and having been first in the competitive essays submitted:—

Junior Class — Emma Rutledge Forney, of Alabama.

Middle Class — Mollie E. Arthur, of Tennessee, and James Shirley, of Texas.

Senior Class — Martha Pauline Gash, of North Carolina, and Priestly Hartwell Manning, of Tennessee.

Baccalaureate Class — Miss Ida Flynn, of Tennessee.

The President's house will be ready for occupancy before the close of the year. By improvements in the old barracks, so called, very comfortable and suitable rooms have been prepared for the Literary Societies and the University Library. The rooms heretofore occupied by the Montgomery Bell Academy and the Library, and one for recitation purposes, have been converted into a handsome chapel, which, with appropriate exercises, was dedicated on the 5th of May. Chancellor Stearns made an oration, reviewing the origin and progress of the University and of the Normal College, and pertinent addresses were delivered by the Governor and several prominent citizens. Besides these improvements, there has been introduced a new apparatus for warming and ventilation. Chancellor Stearns suggested and superintended these changes, and, to his skill and ability as President of the College, has added taste and energy in beautifying and making more useful the grounds and buildings.

The Normal College seems to be acquiring, by its excellence of instruction and management, a stronger hold upon the people of Tennessee. A County Superintendent in his annual report bears this testimony: "Permit me to say in behalf of our State Normal College that a teacher employed who graduated here is almost a sure success. It is an Institution of which the whole State should be proud." The Trustees of the University, with whose sanction the College was established, continue the interest and co-operation which they have unvaryingly given. The State Board of Education, at their meeting in June, assured the Peabody Trustees of their hearty co-operation in efforts to promote the success of the College and to elevate the standard of education, and they memorialized the Legislature to appropriate \$10,000 to the Normal College and \$2,500 to the colored normal institutions.

The State Board earnestly asks you to grant scholarships to Tennessee on the same footing as they are granted

to other States. This request, based upon the probable action of the Legislature, seems reasonable ; and I respectfully suggest that the General Agent be empowered to allow to Tennessee a proportionate number of scholarships, whenever and so long as Tennessee shall give annually to the College \$10,000, free from all incumbrances.

As intimately connected with efforts for increasing the fitness of teachers for their work, it may be remarked that one of the most serious obstacles to the improvement of teachers and public schools is the shortness of school sessions. This evil ramifies in many directions. It cannot be expected that competent teachers, controlled exclusively by patriotism or philanthropy, will make engagements with schools which continue in session only three or four months. Such short-lived schools, with inefficient teachers, may be formidable enemies of the whole system of free education. Just enough education is given to satisfy the ignorant and covetous ; such public schools destroy private schools, and thus only a fraction of the children get an imperfect education. What is being done in the rural districts of some of the States by free schools is mere mockery. While furnishing meagre instruction to pupils, they beget hostility to a system which "keeps a promise to the ear and breaks it to the hope."

No small amount of money is practically lost on account of the long interval between the end of one session and the beginning of another. In a long vacation a scholar loses much that had been previously acquired. Lengthening the session will save antecedent results, give continuousness and increased value to instruction, and secure better and more permanent teaching.

By the Chairman and myself the second volume of Proceedings has been distributed. Libraries, Institutions, and public officers who received the first volume have been supplied with the second. From our own country and from abroad the acknowledgments have been cordial. The

volumes, while giving in detail the origin and work of the Fund, give also the history of the origin, growth, and success of public schools in the South, thus furnishing data for the future historian which cannot elsewhere be found so perfectly except in the invaluable reports and papers which have been published by the Bureau of Education.

Since your last meeting, by special request, I have addressed the Legislatures of West Virginia, South Carolina, Georgia, Mississippi, and Texas. Nearly all the railway companies in the South have been cheerfully kind in extending facilities of travel to the General Agent.

I proceed to the usual statement of educational work in the States.

WEST VIRGINIA.

The County Institutes "showed good attendance and a lively interest." Three District Institutes were held under the management of the State Superintendent, Professor De Graff, of New Jersey, and Professor Wade, of West Virginia. The State appropriated \$8,000 for pay of teachers in Normal Schools and \$500 for Institutes. The Superintendent says: "I am sure if it were not for Peabody aid we should be unable to reach the great majority of our teachers. . . . The outlook of popular education was never brighter in this State. . . . The demand for better teachers, the increase of teachers' salaries in many localities, the improvements among the teachers in methods of instruction, the increased interest taken by parents, the improved buildings and furniture and apparatus now being built and used, and the very general and favorable comment by the public press throughout the State, are unerring signs of the general advance all along the line. It is true we are very far from the results that we can and must attain before the free schools can be considered universal in furnishing equal advantages to all the children of the State; but as the march of material development, so rapidly going for-

ward now, continues, the means will be at hand to extend the opportunities of education to every child in the State."

VIRGINIA.

Hon. R. R. Farr succeeds Hon. W. H. Ruffner as Superintendent of Public Instruction. Dr. Ruffner has, until his recent retirement, been at the head of the school system since its organization in March, 1870, and he may justly be considered its father. He drafted the law, and from year to year perfected it in its minutest details. For whatever of success has crowned the system he is entitled to the credit. His eleven reports are lucid discussions of all the leading subjects pertaining to the organization and management of schools and school systems. They are hardly surpassed in our educational literature, have been often quoted as authoritative, and were honored with a diploma from the republic of Chili. Ruffner will be hereafter ranked alongside of Mann, Sears, Wickersham, and other such educators.

During his term of office he apportioned nearly \$5,000,000, administered nearly \$12,000,000, without bond or security, and yet no item in any of his accounts was objected to, not a cent was lost, and the bitterest opponent never intimated that there was anything mysterious or dishonest in his administration. Every page of the public-school history of Virginia is luminous with his triumphs. In his delicate and laborious work he freely acknowledged that Dr. Sears and the Peabody money were his "powerful helpers." In the formative period of the organization of the free-school systems of the South, Dr. Ruffner was a pioneer and a leader, and Dr. Sears always found in him a willing and intelligent co-laborer.

The last Legislature passed few school laws of general interest. The most important was one for the establishment of "The Normal and Collegiate Institute," to be "used exclusively for the education of colored persons."

The Institute was designed as a College proper, but was to have a "Normal department, in which should be taught such branches as are usually taught in the best normal schools in the country." The teachers in the Institute were to be colored. The education of fifty young men was provided for, and they were to enter into a written agreement to teach for two years. The sum of \$100,000 was appropriated "out of the funds from the sale of the Atlantic, Mississippi, and Ohio Railroad." An injunction has suspended, for the present, at least, the execution of this act of the Assembly.

The Hampton Normal and Agricultural Institute, under the unsurpassed management of General Armstrong, still receives a small sum annually from the Fund, and grows in the confidence of all who appreciate judicious and useful instruction.

Change in the Superintendency, "want of time and necessary clerical assistance," have made it difficult to make the usual arrangements for the summer Normal Institutes. The Superintendent, however, succeeded in holding one at Petersburg, under the charge of Professor Montgomery, of Washington City, for colored teachers, and one at Salem and one at Farmville, under the management of Professor De Graff, of New Jersey, and Professor McGillivray, of Richmond, for white teachers. I regret that no reports of these Institutes have reached me.

NORTH CAROLINA.

The census statistics make no flattering exhibition as to the educational advantages and attainments of the people, and yet there is no Southern State where public officers, communities, and citizens are more thoroughly alive to the need of good schools, or are accomplishing more hopeful and fruitful results. Goldsboro' and Wilson have acquired special prominence for the "educational revival" among the

inhabitants, and for their excellent graded schools. The influence of these radiating centres has been wide-spread. Professor Moses, as a teacher, organizer, and disciplinarian, has wrought a marked change at Goldsboro' in public sentiment and in teaching. Professor Tomlinson, at Wilson, by his powers of organization and skilful management, has demonstrated that almost any town in the South can have a system of graded schools adapted to the entire population. These schools are models, are educators; and other towns, inspired by the contagious example, are devising liberal things for the future. The broad-minded citizens of these towns, aided by the sagacious press, are doing incalculable good, not merely for themselves, but for the whole State. The aid rendered by the Peabody Fund was timely and stimulating, and is acknowledged with warmest thanks. In an enrolment of 396 pupils in the Wilson schools, the percentage of attendance for the year was 95.88. During the session there were 8,291 visits made to the school. These visitors were from thirty counties, and do not include those who came the last week, when there was a daily attendance of from fifty to seventy-five teachers, bent on observation and inspection.

Ten "Normal Schools" are required by law to be held during the year. These Schools, generally called Institutes in other States, are aided by the Peabody Fund under the direction of the Superintendent. Only the report from the School at Wilson has reached me. This was held from June 13 to July 13, and had 175 teachers in attendance from forty counties, besides some from Virginia, Tennessee, and Georgia. The Faculty consisted of Professors Tomlinson, Benton, and Lindsay, of the Wilson graded school, Professor De Graff, of New Jersey, Professor Houston, of New York City, Professor Phillips and Professor Wilson, of North Carolina, and Miss M. K. Smith, of Oswego, N. Y.

"Through the whole School the interest and enthusiasm surpassed anything ever seen here in Normal-Institute work.

Not only were the students eager in their search for light upon educational matters, but the citizens came, day after day, and gave the closest attention to the work. To strangers coming into town, the point of interest was the 'Normal School,' while professional and business men were constantly to be found listening to Professor De Graff's lectures or visiting classes."

Among others who addressed the Normal School was the Governor, who spoke encouragingly and warmly of the graded school and of the great good being done by the Normal.

SOUTH CAROLINA.

Schools at Chester, Winnsboro', Camden, and Anderson have been aided. These educational centres are exerting a most wholesome influence. The Claflin University at Orangeburg, with college, normal, grammar, and preparatory departments, is managed successfully, and has a growing reputation as an institution for the education of colored youth. The aggregate attendance was 343, representing every county in the State. For the Peabody silver medal there was active competition. The Committee awarded it to James B. Carroll for best scholarship, and it was presented in a felicitous address by the State Superintendent.

The schools in the city of Charleston, although not now aided by the Fund, deserve special mention for excellence of teaching, intelligent supervision, and the interest taken in them by the city authorities. During the past ten years the city has paid for public schools about three quarters of a million of dollars. In the five city public schools in 1881 were 2,009 white and 2,006 colored pupils. The mayor, Hon. Wm. A. Courtenay, sets an example worthy of widest imitation. He is an enthusiast on the subject of free schools, gives them constant oversight, seeks their enlargement and improvement, and in him the youth of both races have an influential friend.

"The Second State Normal Institute for colored teachers convened at Columbia on the 3d of July and adjourned on the 28th. The instruction was under the efficient management of Professor H. P. Montgomery, of Washington, D. C. He was aided in teaching by Mrs. H. P. Montgomery, Professor W. S. Montgomery, of Mississippi, Miss Lucy E. Moten, of Washington, D. C., and Miss Bertha B. Wolfe, of Boston. Much praise is due to these instructors for the success obtained. It was clearly seen that those persons who had attended the Institute in 1881 possessed an unquestioned superiority. This was a clear proof that the previous Institute had been a boon and a practical benefit to those who attended its sessions. The average intelligence of the teachers in attendance was several per cent higher than at the preceding Institute. The enrolment in 1881 was 185; in 1882, 231."

The Third Annual Institute for white teachers was held at Columbia, from the 1st to the 25th of August. More than 300 teachers were in attendance; among them a number of teachers of private schools. The practical work of the Institute was superintended by Dr. M. A. Newell, of Maryland. He was supported by Professors E. S. Joynes, E. W. Rieman, W. H. Witherow, B. Sloan, Wm. Burney, and A. Reinhard, of South Carolina, Miss S. E. Richmond, of Maryland, and Professor Alex. Graham, of North Carolina. "The attendance became larger and larger every day; the interest increased visibly from hour to hour; very few students 'dropped off' during the session, and at the close no signs of exhaustion were seen. The interest manifested by the citizens was remarkable, and the University chapel was entirely inadequate to accommodate all who wished to attend."

It is a matter of profound grief that the Hon. Hugh S. Thompson will soon cease to be Superintendent of Education. When, less than six years ago, he obtained possession of the books and records of the office, he found confusion,

disorder, and general dissatisfaction. A school debt of over \$300,000 has been liquidated, and at the close of the present school year the counties will be nearly all free from liabilities for school claims. In spite of numerous and serious obstacles the school system has made steady progress. In 1876-77 there were 2,483 public schools, 2,674 teachers, 102,396 pupils, and a school fund of \$189,352.80. In 1880-81 there were 3,057 schools, 3,249 teachers, 133,458 pupils, and a school fund of \$415,108.94. The school law now in force, for which the State is largely indebted to the present Superintendent, is working with increasing efficiency and benefit. The Superintendent has labored successfully in arousing interest in education, in organizing and managing Teachers' Institutes, in convincing the public mind of the necessity of supplementing the State school fund by local taxation, and in stimulating and directing the establishment of graded schools. By zeal, industry, tact, intelligence, and ability, Mr. Thompson has wrought an entire transformation and so popularized the system of public schools that a late political convention, which nominated him for governor, put into its "platform": "Popular education, as the bulwark of free institutions, and liberal appropriations for public schools for the whole people."

GEORGIA.

The constitution provides that "there shall be a thorough system of common schools." This and similar wise provisions in the organic laws of other States do not execute themselves. It is the imperative duty of the legislative departments to provide the means for carrying these constitutional mandates into effect. Insufficiency of money is the difficulty in all the States. The energetic and efficient Commissioner has been persistent in devising plans and urging the Legislature to put them into laws for securing adequate revenues. "Public education," he insists,

"has proved cheaper everywhere it has been tried than private. If the people of the State were to educate their children in private schools, they would pay more for it in tuition fees. When the tax-payers, therefore, think of the size of the fund," which would sustain schools free to all from six to ten months in the year, "let them think of the larger sum they will save which would otherwise be paid to private teachers."

"The constitution limits what the State or a county may do educationally to the elementary branches of an English education. It puts no such limitation upon a town or a city." Some of the towns, by popular vote, have authorized taxation for graded schools. In others the effort will be made with hope of success. Towns heretofore aided in Georgia and other States have their schools so thoroughly established as to be self-sustaining. In some cases the schools have done well while helped but have declined and failed when the help was withdrawn. Appropriations have to be made with care and wisdom, and the rule that help is given only to those who help themselves, and then only for a brief period, so as to insure independence and permanence, has to be rigidly observed.

The Atlanta University enrolled this year over 300 colored students, who are under the control and instruction of twenty officers and teachers. A class of ten young women from the Normal course was graduated. The State Board of Examiners, in their Report to the Governor, uses this complimentary language: "We do not believe that we have ever seen better teaching than we find done at the Atlanta University. Evidences of the same thoroughness appeared in all grades of the grammar school and throughout all the classes of the higher departments."

Teachers' Institutes were held at Toccoa, Milledgeville, and Americus, so as to accommodate the main divisions of the State. "Teachers' Institutes are tempo-

rary schools for instructing teachers who are themselves engaged in the work of instruction. Many of our teachers are poorly qualified for their work,—so much so that in many cases the public do not receive an equivalent for the money expended. The best of the teachers can be improved.” The Commissioner was fortunate in securing Hon. James H. Smart, of Indiana, as the Principal for all the Institutes. Messrs. B. M. Zitler, W. H. Baker, and John W. Glenn presided respectively at Milledgeville, Americus, and Toccoa. The instruction was practical, happily adapted to the wants of public-school teachers, and devoted chiefly to Spelling, Reading, Penmanship, English Grammar, Geography, and Arithmetic. “Two schools were in session at each place, at the same time, in separate buildings,—one for white teachers and one for colored. These schools were taught by the same instructors.” Professors and friends of education discussed scientific and popular topics and “subjects connected with the efforts the State is making for the general education of the masses.” The Commissioner, always on the alert, used the occasion to assemble the county school officers and lecture on the proper administration of the school laws, the status of the educational work, and the importance of zealous and intelligent discharge of official duty.

Dr. Orr says: “My own judgment, looking forward to future as well as to present results, is that the same amount of money has never been so wisely spent in this State up to date. These teachers will go out as educational missionaries, and by another year the numbers in attendance will be quadrupled. I look upon this as one of the most efficient means of hastening forward the educational revolution which has been inaugurated here. I shall exert myself to secure an appropriation from the next Legislature for Institutes and for a Normal School.”

FLORIDA.

As the Legislature has not met since your last meeting, no official report has been made, and information about schools is therefore meagre and unsatisfactory. In a letter the Superintendent says: "Several towns have received a new impetus in educational matters, and there is a decidedly increasing interest in education." As the State has had a remarkable impulse in population, production, and transportation, it is to be hoped that free schools will accompany and facilitate the progress. Teachers' Institutes have not been held, but aid was given to schools at Gainesville, Starke, Quincy, Pensacola, and Tallahassee. To the East Florida Seminary, each county east of the Suwannee River can send as many students as it has representatives in the lower branch of the Legislature. Connected with the Seminary is a "School of Didactics and Pedagogics," which is for Normal teaching and training.

ALABAMA.

In 1881, \$105,000 were received from 16th section fund, \$26,000 from the United States surplus fund, \$128,000 from poll tax, \$130,000 from general tax, making, with a few thousands from other sources, a total of \$397,479. There is no law authorizing counties or districts to levy a special tax, but the Superintendent hopes the next Legislature will pass such an one. The poll tax is kept separate and disbursed for the benefit of the race paying it. Total number of colored children of school age, 170,413. In 1881, 68,957 attended the 1,591 colored schools. The average number of days taught, 76. Teachers, 1,645. Average monthly pay, \$23.15.

"There has been, during the present year," so writes the Superintendent, Hon. H. Clay Armstrong, "a marked improvement in the administration of our school system and in the growth of sentiment among our people in favor of free education. All parties are pledged to a liberal school

system, irrespective of color, &c. Besides the common school for each race, we have four Normal Schools in a flourishing condition. One in Florence, for white teachers, receives from the State annually \$7,500. This institution was beneficially aided by a Peabody grant. We have three Normal Schools for the education of colored teachers, which receive from the State \$8,000 annually. Two of them are aided from the Peabody Fund. Each of these schools holds a continuous session of ten months and is doing much good towards supplying efficient teachers. . . . As suggested by you, I offered as prizes for excellence in scholarship and deportment a number of 'Peabody medals,' which proved a great stimulus to the pupils in the various schools. The award of the prizes to the successful contestants was made a prominent feature of the closing exercises and added much to the interest thereof.

"I have, I trust, established, on a permanent basis, State Teachers' Associations for each race, Teachers' Institutes in the various counties, and a State educational journal published weekly. The chief obstacle to a greater success in our educational system is the want of an adequate fund; but I am encouraged to hope and believe that our next Legislature will make an increased appropriation commensurate with the State's improved financial condition."

MISSISSIPPI.

In 1881 the children of educational age numbered 419,963, of whom there was an average daily attendance in schools of 74,647 white pupils and 85,417 colored. These were taught by 6,058 teachers. The school revenue from the State was \$184,720, and from counties, \$373,077. The Legislature, while not doing all the Superintendent asked, did something. The Senate passed bills making appropriations for a Normal School and for Teachers' Institutes, but they unfortunately failed in the House. A law was passed, providing that when the funds for education arising from

the sources mentioned in the constitution do not amount to \$300,000 annually, the deficit is to be made up from the general fund of the State Treasury. This will give an increase of \$100,000. A restrictive law, limiting County Boards to a levy of a three-mill tax for school purposes, was repealed.

During the summer a series of Teachers' Institutes was held at five points, and had for their instructors E. S. Willington, of Tennessee, and L. A. Rainwater, of Mississippi. "These Institutes have accomplished much good for the cause of education."

TENNESSEE.

In States holding only biennial sessions of the Legislature, school statistics are not of as late a date as is desired. The last report of the Superintendent of Tennessee is for the year ending 30 June, 1881. The number of public schools was 5,608, of which 4,338 were for white pupils and 1,270 for colored. There were 5,542 white and 1,338 colored teachers; 139,469 white and 41,040 colored pupils in daily attendance. 1,467 private schools are reported, with an average daily attendance of 25,820. Receipts for school purposes: from the State, \$127,839.12; from counties, \$513,403.88; from other sources, \$64,909.13; a total of \$706,152.13. The compensation of teachers per month averages \$26.59; the average cost of tuition per pupil per month in public schools is 76 cents, in private schools, \$1.64; 168 County Institutes were held during the year. Numerous applications for aid were made, but, on the recommendation and with the concurrence of the Superintendent, help was given only to those mentioned in the statement of disbursements.

The late Superintendent, in a letter, says: "The one great need of Tennessee is more efficient teachers, and just now the Normal work is the most important of all the educational interests of the State. . . . The Institutes, aided

by the Peabody Fund, have done a great deal in revolutionizing public sentiment, elevating the character of the teachers, and lifting the entire system of public education to a higher plane." Additional testimony could easily be furnished. One County Superintendent says: "The teachers who attend the Institute and take part in the exercises are, as a general rule, more practical and progressive than those who do not." Another says: "Strict examinations and thorough normal training are the only means by which satisfactory and efficient teaching may be secured." Another: "Our schools, of course, can never be much, so long as we get our teachers from the refuse of all other professions and trades. To rid ourselves of such teachers, the standard must be raised. The Normal and the County Institute are the most efficient means in accomplishing this work."

Institutes for colored teachers were held at Knoxville and Memphis, which the Superintendent says were "a complete success." The State Normal Institute, held at the University of Tennessee, Knoxville, was under the skilful management of Professor S. H. Lockett. He was aided by Professor S. Y. Caldwell, W. R. Garrett, James Dinwiddie, E. S. Joynes, L. M. McBryde, H. Nicholson, W. G. Brown, J. W. Jones, E. Alexander, Miss Augusta Lovell, Miss M. R. S. Hunter, and Mrs. French. The Institute was in session four weeks, and had 183 enrolled attendants besides a large number of visitors. "All sections of the State were represented, and the adjoining States of Kentucky, Virginia, Georgia, and Alabama, each sent one or more teachers." Several lectures of a popular character were delivered during the session of the Institute. Certificates of different grades were conferred on examination at the close of the course, and these certificates entitle the holders to teach in the public schools without further examination. The zeal with which the Principal and those associated with him labored in the work of putting common-school teachers on a higher plane, entitles them to liberal praise.

Since my last Report, Rev. W. S. Doak, D.D., the State Superintendent, has died. By lineal descent and heritage, as well as by profession, a teacher, warmly the friend of public education, he was a faithful, conscientious, and efficient officer. The General Agent found in him a willing and pleasant co-laborer. The Governor has appointed as his successor, Professor G. S. W. Crawford. It may be well to put on record some sentences from Dr. Doak's annual report :—

“An evidence of progress is the increased attention given to schoolhouses, their adaptation to the needs of the school, their hygienic conditions, and the adequate supply of suitable furniture. During the year 159 new public schoolhouses of improved character have been erected. Many schools are also supplied with improved furniture.

“The school fund has never been sufficient to organize the schools for very efficient work, except in those cases where it could be supplemented by local taxes. Most of the cities in the State had availed themselves of the special privileges granted by their charters, imposed additional taxes, and secured funds that have enabled them to form graded schools that, for efficiency, will compare favorably with any similar schools in any other State. By an act of the General Assembly at its last stated meeting, these special privileges are now extended to all incorporated towns; thus affording at least the local option of a first-class graded school in every incorporated town. The time has been when public sentiment did not fully indorse nor readily accept the public schools as the best and most proper educational system for us. They were viewed as poor-house charities, degrading to those who accepted their benefits, or as unjust burdens, taxing one man for the personal benefit to his neighbor, or as giving unreasonable universality to what should be a special and peculiar privilege. Such views are no longer prevalent.

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"The existence of a public sentiment that accepts the public-school system as a necessity to the life and prosperity of the State is a great point gained. This point reached, the next step is to educate to that degree that the whole people are willing to tax themselves all that is necessary to support a complete system of first-class schools.

"The average number of days taught in this year has been 86, while in 1880 it was 68. The agencies that have been specially useful in promoting these advances are the Normal College at Nashville, the summer Normal Institute in the State University at Knoxville, the State Teachers' Institutes for colored people, the State Teachers' Association and County Institutes, Associations, and Conventions."

LOUISIANA.

Several years ago the Trustees, through the General Agent, began appropriations for a Normal Seminary for white students, and for a Normal School for colored students, in New Orleans. The Seminary and School, from their creation, have been under the efficient supervision and instruction of Hon. Robert M. Lusher, whose intelligent and active labors in behalf of free education deserve honorable mention.

The sessions of the Seminary and the School opened in September, 1881, and will close in December, 1882. The Seminary has 6 teachers and 88 students; the School has 2 teachers and 34 students. In addition to the work of the class-room, the pupils have been made acquainted with the best methods of imparting instruction, and, in the Seminary, have been required to apply these methods in teaching classes in the Model School. It is expected that at the close of the sessions in December, a large majority of the members of the senior classes will be deemed worthy of graduation. After consultation with several of the Trustees, Mr. Lusher has been notified of the probable discontinuance of appropriations for Seminary and School.

For years, grants amounting to over \$30,000 have been made, with valuable results, but the Seminary and the School are not a part of the public-school system of Louisiana. It is the well-known policy of the Trustees to aid only such schools as are under State auspices and control. Ample time has been given to the State to adopt these schools and aid in their support. There is no reasonable expectation of any such action, and, unpleasant as it may be to see Seminary and School suspended, this result is in nowise attributable to the Principal, but entirely to the unwillingness of the State to provide even partially for their maintenance.

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The Report of the Superintendent, Mr. Fay, gives a clear exhibit of the condition and wants of public education in the State. The picture is a sad one, and shows that the friends of free schools should combine and agitate until such legislation is secured as will relieve Louisiana of the accumulating perils of illiteracy. The Superintendent laments the insufficiency of the salaries of teachers. A scholastic year of a few months will not justify any competent person in teaching at thirty dollars a month. "We need better schoolhouses and school furniture, maps, globes, charts, blackboards, numeral frames, &c., which are now totally absent from the greater proportion of our schoolhouses, or are partially supplied at the expense of illy paid teachers." The schools in New Orleans, under the superintendence of Captain Wm. O. Rogers, are "well managed, and are a credit to the State."

The Superintendent pleaded earnestly for additional funds. The Governor added his recommendation. The teachers of the public schools in New Orleans petitioned for unpaid salaries of 1880 and 1881. The Legislature did not respond to these appeals. A bill for a Normal School was defeated; the educational age was lowered from twenty-one to eighteen; the appropriation for school purposes was reduced to a tax of one mill and the amount

fixed at \$107,000. Subtracting from this the 16th section fund and other charges, the amount raised directly for public schools will be \$8,793.01!

This disheartening statement, instead of producing despair, should arouse every patriotic Louisianian to increased and tireless exertions. The labor of abolishing ignorance by education is vast and toilsome, but should cheerfully be undertaken as indispensable to the welfare of the individual citizen and of the State.

ARKANSAS.

Superintendent Denton reports gratifying progress, there being a school attendance of 98,744 and a revenue for school purposes of \$710,461. "There is a growing disposition to multiply schoolhouses, employ better teachers, and make more liberal provision for lowering the tide of illiteracy. It is becoming patent to all thoughtful persons that ignorance is weakness and waste, and that the sources of wealth and power are in the mind." "The five-mill tax should be more generally voted. It is worse than folly to think of educating the masses on the two-mill tax levied by the State. The district tax is the principal source of revenue for the support of schools. Local taxation is the life of the free-school system. . . . Sacrificing something that money cannot buy is costly economy."

The schools aided give warm expression to their gratitude. "The money will be of great value to us in our efforts to put our public schools on a solid foundation." "The Peabody aid will enable us to move on without embarrassment."

The "Branch Normal College of the Arkansas Industrial University" at Pine Bluff was founded by the State for the express purpose of training colored teachers for the common schools. During the five years of its existence it has given instruction to over 700 persons, many of whom are

engaged in teaching. The State, at a cost of \$10,000, has erected a building well adapted to its purpose. The College, under Professor Corbin, is considered a success.

Normal Institutes are held annually in each of the twelve judicial districts, under the direction of the State Superintendent. They have met the just expectations of teachers and people, and the Institute work steadily grows in importance and usefulness. The public schools are closed during the sessions of the Institutes.

TEXAS.

The schools aided have, in their results, shown the wisdom of the selection and the benefit of the assistance. The "Post," an able advocate of public schools in the State, in noticing the withdrawal of Peabody aid from the schools of Houston, says that "to that aid is largely attributed the unprecedented success which the public-school system of Texas has attained. . . . It seems to have been the pride of the Peabody men to build up one model system of public schools in the State of Texas, and the schools of Houston may well be pointed to as the successful result." Liberal help was given to the schools in Austin and Galveston, that from the capital and the commercial emporium might be diffused throughout the State an elevating and healthful influence.

The State may be congratulated on having secured the services of Dr. J. Baldwin as the Principal of the Sam Houston Normal Institute. The third annual session closed on June 1, with an attendance of 225 students. The graduating class numbered 73, nearly all of whom have received positions as teachers in the public schools. To the Institute the State makes an annual appropriation of \$20,000. The State pays the board of "State students" for one year; other students pay their own board, but receive tuition and books free. The course of study extends through three years. Thorough scholar-

ship and thorough professional training are aimed at. "We have," says the Principal, "a reasonably good supply of apparatus for our work and also the beginning of a choice circulating library. Our Normal School is becoming popular over the State, and our graduates are held in high esteem. In the name of all the people of Texas permit me to express the warmest thanks to your Board."

Eighteen State and Peabody Normal Institutes were held during the summer. "They were, with two or three exceptions, successful, and a great work has been accomplished." To put and keep the State Normal in sympathy with the teachers, the Principal of the Normal was appointed by the Board of Education to work in the summer Institutes. With cheerfulness he accepted the task, and brought his enthusiasm and experience and knowledge to the aid of the local conductors and teachers. He says: "I attended all except three, spending from two to three days in each. At each Institute I gave one or two popular lectures in addition to my Institute work. The people almost unanimously demand an efficient school system."

As confirmatory of the popular demand for a more efficient and liberal school system, the statement may be pardoned that the dominant party in a State Convention recommended such a constitutional amendment as would authorize the levy of a direct *ad valorem* tax for the maintenance of the public schools. The Press Association of Texas, which by special invitation the General Agent had the honor of addressing, adopted a masterly report upon the general subject of education and the system of public schools, and also

"*Resolved*, That we hold it to be the interest and duty of the press to use every legitimate effort to secure such changes and reforms in the public-school system as shall conform it as much as possible to the most approved system in successful operation in the country, by which the condition of the teachers may be practically and severally

improved, the methods of tuition advanced and extended, the funds of the school administered with corresponding returns, and the dignity, reputation, and prosperity of the State be advanced."

The utterances of the report of the Press Association harmonize with the oft-repeated views of the Secretary of the Board of Education. With clear vision he sees the defects of the present system, and with boldness urges a comprehensive and radical revision. To correct some misapprehension as to present available resources, and show what are the future educational prospects and the present educational needs, some extracts are submitted from a recent address of the Secretary:—

"The founders of the republic of Texas fully comprehended the value and importance of universal education. History furnishes no instance where any government manifested more interest in behalf of popular education than did the fathers of the republic of Texas. . . . Texas to-day refers with pride to her educational endowment, represented by \$3,500,000 cash common-school fund, \$550,000 university fund, \$11,000 for her unfortunate blind, \$15,000 for her mutes, and to a landed endowment of 40,000,000 acres to her common free schools, 3,985,000 acres in fee simple to the counties for the benefit of common schools, 1,000,000 acres to her university, 100,000 acres to her institute for the blind, 100,000 acres to her institute for the mutes, 103,229 acres for her orphans' home, and 100,000 acres for the unfortunate lunatics. What other State can boast of such endowment? Each county holds in fee simple for free-school purposes lands equal in area to one-fiftieth part of the State of Rhode Island. Our university lands equal the territory of Delaware. The lands held in trust by the State, as a permanent endowment for common free schools, comprise an area larger by 6,000,000 acres than the whole territory of all the States of New England. And the aggregation of all our school and asylum lands constitutes an area greater than one third of the German empire.

"The question before the people of Texas to-day, which shadows all others, is, 'How shall this princely inheritance be managed for the best interest of the children and the Commonwealth?' It may be, like many private estates, squandered, and the children of the State robbed of their possessions; or, on the other hand, if wise counsel prevails, be so managed as to yield to the children its full value.

"Let it be ever so wisely and economically managed, it will never constitute more than a nucleus upon which to build a complete system of education.

"The people have based their fond hopes on a realization, in the near future, from their landed educational estate, of a fund sufficient for the education of all the children in the State, generation after generation, without taxation. No people ever cherished a more deceptive phantom of hope. The time has not been, nor ever will be, in the history of any government, when an efficient system of education has been, or will be, maintained without taxation. The sooner our people realize this fact the better it will be for the cause of education.

"Our system of public instruction is sadly defective. We have the groundwork of a splendid system of education, deeply and wisely laid by the founders of the republic, and it only needs patient, painstaking, and wise legislation to develop it to a standard of perfection unsurpassed in the world. But to do this we must have more money. There are to-day three hundred thousand children of lawful scholastic age in the State. The State assumed the obligation of their education, and public sentiment should demand that she should do it faithfully and efficiently. Under the constitution and the law the State cannot efficiently discharge the sacred obligation she has assumed.

"The constitution and the law must be changed. There should be a State Superintendent of Instruction; there should be a County Superintendent of Public Instruction in all the populous counties; there should be a specific State

school-tax, — the revenue provided for support of schools should not be dependent upon the amount raised for general revenue ; there should be authority granted to counties to supplement State aid by local taxation ; there should be a uniform system for the examination of teachers without charge, which would give them authority to teach for a series of years in any county of the State ; there should be authority for organizing permanent school districts in all populous counties ; there should be a revenue provided for a longer school term ; there should be better teaching and better compensation to teachers ; summer Normal Institutes should be established by law, and their powers and duties clearly defined ; a State educational council, to be composed of delegates chosen from the respective summer Institutes, should be established by law, and its duties and powers clearly defined ; there should be established in each populous county a free academy, to be composed of pupils selected, upon competitive examination, from the elementary schools of the county ; there should be a State university, complete and thorough in all its appointments, to be composed, in part, of students selected from the county academies upon competitive examinations."

As the school funds of Texas become available, Peabody aid, so much needed elsewhere, can be gradually withdrawn.

Distribution of the Income of the Fund since 1 October, 1881.

ALABAMA.

Normal Schools	\$3,000.00
Nashville Scholarships	1,875.00
Educational Journal	200.00
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	\$5,075.00

ARKANSAS.

Pine Bluff School	\$500.00
Russellville Schools	700.00
Lonoke Schools	500.00
Teachers' Institutes	1,700.00
Educational Journal	200.00
Nashville Scholarships	1,475.00
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	\$5,075.00

FLORIDA.

Public Schools	\$1,900.00
Nashville Scholarships	1,825.00
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	\$3,725.00

GEORGIA.

Nashville Scholarships	\$3,700.00
Public Schools (Americus)	800.00
Atlanta University (1881)	500.00
Atlanta University	1,000.00
Teachers' Institutes	2,590.00
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	\$8,590.00

LOUISIANA.

Peabody Normal Schools (1881)	\$1,500.00
Peabody Normal Schools	3,000.00
Educational Journal	200.00
Public Schools	1,000.00
Teachers' Institutes	200.00
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	\$5,900.00

MISSISSIPPI.

Teachers' Institutes	\$1,200.00
Public Schools	300.00
Nashville Scholarships	2,775.00
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	\$4,275.00

NORTH CAROLINA.

Public Schools	\$2,900.00
Teachers' Institutes	2,410.00
Nashville Scholarships	1,175.00
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	\$6,485.00

SOUTH CAROLINA.

Claffin University	\$250.00
Scholars at Hampton	250.00
Public Schools	2,200.00
Teachers' Institutes	1,350.00
Nashville Scholarships	1,325.00
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	\$5,375.00

TENNESSEE.

Normal College	\$9,000.00
Public Schools	2,300.00
Teachers' Institutes	1,500.00
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	\$12,800.00

TEXAS.

Teachers' Institutes	\$500.00
Public Schools	6,900.00
Educational Journal	200.00
Sam Houston Normal College	6,950.00
Nashville Scholarships	2,950.00
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	\$17,500.00

VIRGINIA.

Educational Journal	\$200.00
Hampton Normal School	500.00
Nashville Scholarships	1,425.00
Teachers' Institutes	1,109.41
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	\$3,234 41

WEST VIRGINIA.

Educational Journal	\$200.00
Normal Schools	1,100.00
Teachers' Institutes	1,000.00
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	\$2,300 00

Total \$80,334.41

J. L. M. CURRY,

General Agent.

RICHMOND, VA., Oct. 4, 1882.

Certain papers from the estate of the late Dr. SEARS were referred to the Finance Committee.

Voted, That the Treasurer be authorized to pay requisition No. 54 for \$9,000, on the signature of two members of the Executive Committee and the approval of the Finance Committee.

The Treasurer, Mr. WETMORE, presented his Report.

Voted, That the action of the Finance Committee in authorizing the sale of the City of New Orleans 6 per cent Bonds, amounting to \$10,000, and that of the Treasurer in selling the same, yielding \$9,100, be and hereby is approved and confirmed.

Voted, That the past-due coupons (included in the price of the said bonds sold) be considered as part of the principal.

Voted, That the said principal, \$9,100, now on deposit in The United States Trust Company of New York, with the balance of principal in bank (\$53.05), be re-invested by the Treasurer.

Judge MANNING presented the following Report :—

To the Board of Trustees of the Peabody Education Fund:

At our last meeting you were pleased to request that I should visit the capital of Mississippi during the session of the Legislature, and urge upon that body, if opportunity offered, to make provision for the payment of the bonds of that State donated to us by Mr. Peabody. I accordingly repaired to Jackson after the inauguration of the new Governor, when the Legislature had been in session three or

four weeks, and immediately had the Memorial of this Board distributed among the members, our President having furnished me with sufficient copies for that purpose.

V I desired to comply with the other part of your instruction, but am quite sure there would have been an opportunity wanting but for the visit of Dr. Curry, who reached Jackson shortly after I did, having come by invitation of the Legislature to address it upon the subject of education. He drew the audience, and under his cover and with his permission, I spoke of the mission with which you had intrusted me, and urged the action prayed in your Memorial. The Speaker of the Lower House kindly introduced me, a civility for which I returned him thanks in your name.

I should not venture to include in this Report the address then delivered, but that Mr. Winthrop has specially requested it. Perhaps it will be useful and convenient, since it contains a *résumé* of the Board's action on the Mississippi Bonds : —

ADDRESS
BEFORE THE LEGISLATURE OF MISSISSIPPI,
IN SUPPORT OF THE
MEMORIAL OF THE TRUSTEES OF THE PEABODY
EDUCATION FUND.
DELIVERED FEBRUARY 1, 1882.

*Gentlemen of the Senate and House of Representatives of
Mississippi:*

The Trustees of the Peabody Education Fund, at their meeting in February last, intrusted to me the presentation of their Memorial to your honorable bodies, invoking such action on your part as would enable them to realize the interest upon certain bonds of your State donated to them by Mr. Peabody, and ultimately to obtain payment of the principal thereof. I presented the Memorial this morning, signed by our honored President, Mr. Robert C. Winthrop, on behalf of the Board, and I desire you to know that in making that presentation, as well as in speaking to you to-night, I am acting as a Member of the Board, specially deputed by my colleagues to visit your capital for this purpose, and in no other capacity.

Immediately after this meeting of the Board I addressed a letter to Governor Stone, then your Chief Executive, apprising him of the action of the Trustees, and urging him to recommend to the next Legislature the necessary measures for the accomplishment of our wishes. He declined to make the recommendation, but kindly said he would "submit my letter for such action as the Legislature may think proper." I presume that has been done at the present session, — the first convened since our correspondence. The Governor also informed me that the payment of these bonds had lately been prohibited by a Constitutional

amendment. I was not aware of such prohibition until thus informed of it, nor was any other member of the Board aware of it until I communicated the information in my Report at our meeting last October. In concluding that Report I ventured the observation, "It is impossible to believe that this was done with full knowledge of the history of these bonds, and of the effect of the loss of this income upon the education of Southern children."

I proceed, therefore, to give their history, so far as it relates to Mr. Peabody's donation.

Shortly after the close of the late war Mr. George Peabody, a citizen of Massachusetts, and long a resident banker of London, conceived the generous design of devoting a portion of his wealth to the promotion of education in "those portions" (these are his words) "of our beloved and common country which have suffered from the destructive ravages, and the not less disastrous consequences, of Civil War." On Feb. 7, 1867, he carried his plan into execution by donating to sixteen eminent citizens, selected by himself as Trustees, one million dollars, invested in interest-paying American securities, to be by them and their successors held in trust, and the income thereof to be used and applied in their discretion "for the promotion and encouragement of intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and Southwestern States of our Union."

The letter or act of donation then proceeds: —

"In addition to this gift, I place in your hands bonds of the State of Mississippi, issued to the Planters' Bank, and commonly known as Planters' Bank Bonds, amounting, with interest, to about eleven hundred thousand dollars, the amount realized by you from which is to be added to and used for the purposes of this Trust.

"These bonds were originally issued in payment for stock in that bank held by the State, and amounted in all to only two millions of dollars.

"For many years the State received large dividends from that Bank, over and above the interest on these bonds. The State paid the interest without interruption till 1840, since which no

interest has been paid, except a payment of about one hundred thousand dollars, which was found in the treasury applicable to the payment of the coupons, and paid by a mandamus of the Supreme Court. The validity of these bonds has never been questioned, and they must not be confounded with another issue of bonds made by the State to the Union Bank, the recognition of which has been a subject of controversy with a portion of the population of Mississippi.

"Various Acts of the Legislature — viz., of Feb. 28, 1842 ; Feb. 23, 1844 ; Feb. 16, 1846 ; Feb. 28, 1846 ; March 4, 1848 — and the highest judicial tribunal of the State have confirmed their validity ; and I have no doubt that at an early day such legislation will be had as to make these bonds available in increasing the usefulness of the present Trust. Mississippi, though now depressed, is rich in agricultural resources, and cannot long disregard the moral obligation resting upon her to make provision for their payment."

Mr. Peabody had intended to wait three years before completing this generous work, for an additional donation was in his mind at the outset, but before the expiration of that time he felt the shadows of death deepening around him, and hastening back, he revisited his native country for the special purpose of making "further provision for carrying out the plans which experience should have shown to be productive of encouragement and benefit to the people of the South," and on June 29, 1869, donated another million dollars, also invested in interest-paying American securities, to the Trustees, "for the same purposes and under the same conditions as the funds given them by his original letter creating the Trust." In this second letter he reminded the Trustees of the Mississippi bonds contained "in his first gift, which must, he said, before many years be paid." His large heart, suffused with benevolence for the Southern people, was moved by their expressions of gratitude for his bounty, and he, its munificent donor, who thus came to their relief when relief was most needed, who was thus pouring out his wealth that Southern children might be rescued from illiteracy, actually thanked the Southern people for cordially accepting his bounty. "And I beg" (he writes in this second letter) "to take this qp-

portunity of thanking, with all my heart, the people of the South themselves for the cordial spirit with which they have received the Trust, and for the energetic efforts which they have made, in co-operation with yourselves and Dr. Sears, for carrying out the plans which have been proposed and matured for the diffusion of the blessings of education in their respective States."

The Trustees had not up to this time taken any action touching these bonds of your State. They preferred waiting for a more convenient season. Two years after this last donation, they thought that season was at hand. On Feb. 16, 1871, a Memorial on the subject to the Legislature of Mississippi was prepared. Mr. Winthrop, in his annual address to the Board, as its President, in 1872, informed them that "copies of this Memorial were duly transmitted to the Governor of Mississippi, and to the presiding officers of each branch of the Legislature, with the request that it might be laid before the Senate and House of Representatives of that State. A large number of additional printed copies, also, were transmitted to the clerks of the Legislature, for distribution to the members. No response of any sort has yet been received. I know not whether any action was had on the subject."

No action was had. Eleven years have passed, and by the direction of the Board of Trustees, this Memorial is now renewed. The bonds now amount, principal and interest, to over a million and a half dollars, — \$1,517,600.

There are 464 bonds of \$1,000 each. They bear six per cent per annum interest. The annually accruing interest is therefore \$27,840.

In the distribution of the Fund committed to their charge, the Trustees included all the Southern States except Maryland, Kentucky, Missouri, and Texas. Later, this last-named State has been added to the list of beneficiaries, which are now twelve in number.

I will now show you to what extent Mississippi has partaken of this bounty.

The following tabulated statement of the sums distributed for the education of the children of Mississippi is collated from the Annual Reports of the General Agent of the Board of Trustees :—

Mississippi received in

1868	\$1,338
1869	9,000
1870	5,600
1871	3,250
1872	4,550
1873	6,800
1874	6,700
1875	5,400
1876	9,950
1877	5,990
1878	600
1879	4,000
1880	2,600
1881	3,950
	<hr/>
	\$69,728

The Trustees have established 100 scholarships in the Nashville Normal College. In 1880 they were not all applied for, only 85 being conferred. Of this number Mississippi had 13, many more, you see, than her due proportion. In the other years she had not so many, but always her full share of these scholarships. I think you will agree with me that your State has not been stinted in the distribution of our Fund.

But while your State has thus received near seventy thousand dollars from the Peabody Fund, that Fund has not received any portion of the income derivable from the interest on her bonds which Mr. Peabody, with trustful confidence, declared would soon be "available in increasing the usefulness" of his gift. Up to the time he wrote those words their validity had not been questioned; but notwithstanding these various Acts of the Legislature, the dates of which have already been given, and the highest judicial tribunal of your State, have confirmed their validity, an amendment to your Constitution has been adopted, prohibiting their redemption or payment, and this prohibition was ratified by your predecessors, the Legislature of 1876.

In that year the children of Mississippi received ten thousand dollars (less \$50) from the Peabody Fund, while their fathers were interposing this constitutional bar to the realization

of any part of the debt due by the State to that Fund. Did I not rightly report to the Trustees that this could not have been done with full knowledge of the history of these bonds, and of the effect which the loss of this income would entail upon Southern children?

The Peabody Trustees are very sensible of the increased difficulty of obtaining a recognition and payment of these bonds, now that a constitutional inhibition has been interposed. Nevertheless, they appeal to you to revoke the legislative action on this matter, and to give the people the opportunity to revoke theirs, by the methods that your organic law provides for constitutional amendments. Or if it can be done, acknowledge the debt you now owe to the Peabody Board, without regard to the kind of bonds which evidence it, and issue new bonds, and (what is of much more importance to us) pay the interest on them. Do justice to the living and the dead. In the concluding words of this Memorial:—

“In justice at once to the living and to the memory of the dead, the Trustees would most respectfully, but earnestly, invoke such action on the part of your honorable bodies as may be necessary to accomplish the object of this Memorial.”

The illustrious Founder of the Trust we are administering, in his letter creating it, wrote: “Mississippi, though now depressed, is rich in agricultural resources, and cannot long disregard the moral obligation resting upon her to make provision for the payment of these bonds.” I observe with gratification that Mr. Peabody’s estimate of your wealth of resources is confirmed by the very latest public official expressions of your own authorities.

Governor Lowry, in his inaugural address, delivered before your honorable bodies during the present session, says: “Mississippi abounds in resources of wealth and independence, and produces annually nearly one million bales of cotton.” Further on, his Excellency expressed his feelings on the subject of education: “I heartily concur,” he said, “with those who place education in the front rank of public and private duties, and who regard our free schools and institutions of learning as indispensable to our well-being. One generation performs no more sacred and important trust and obligation for another than that

of qualifying its successor, by proper education, to appreciate and discharge its duties. . . . We owe it to ourselves, and to those who are to come after us, to maintain, increase, and improve our educational facilities to the best of our abilities, and to appeal to the general government and to patriots everywhere in this behalf."

One patriot there was who needed no appeal in that behalf. Unsolicited, prompted alone by a benevolence as capacious as the needs of those he sought to help were urgent, with a prevision that grasped the helpless condition of the Southern people more fully than did themselves, George Peabody crowned a life full of noble benefactions by this, the noblest of them all. And as a part of that benefaction he made Mississippi, which was debtor to him, debtor to her own children, and to other children whose fathers had passed through the same ordeal as her citizens, and had shared the same fate. Sacred as is the Trust confided to us by this benefactor of the South, more sacred still is the duty he has laid upon Mississippi to take care that no part of his beneficence shall be withheld from those to whose use he has consecrated it.

(I regret to report to the Board that there is no probability that Mississippi will ever voluntarily perform that duty.) I met with gentlemen of high character, out of public life, citizens of Mississippi, who deplored her recent repudiation as they had deplored that of forty years ago, but I met with no one in public position who proposed to initiate or join in any legislative or other action to wipe out its stain. The subject is too tender and too dangerous for either of the political parties to touch, and the feeling of not a few of the active politicians was anger at my pressing it upon their attention, and bringing it to the public notice. I was by no means surprised by this attitude. My professional experience had taught me that no man thinks himself so hardly used and put upon as he who is asked to pay a debt he is quite able to pay, and does not intend to pay, but who at the same time wishes to conceal his lack of honesty from his neighbors.

Your Memorial was placed in the hands of the presiding officers of the two houses, and was referred in each to the Judiciary Committee, where it slept. Not the slightest notice was taken of it. I happened to be in the Senate Chamber when the presiding officer or clerk announced the presentation of the Memorial. A member — whose name I learned was Humphreys — incontinently moved that it be laid on the table. In charity I would like to suppose that he did not know the Memorial was signed with the honored name, Robert C. Winthrop, on behalf of Trustees from whom his State had for fifteen years received their Founder's bounty, but such supposition is precluded by the fact that copies had been the day before placed on each member's desk. Three other Senators severally objected to that disposition of it as disrespectful, but not one, in moving its reference to the Judiciary Committee, took any pains to conceal that his object was to bury it there.

I did not fail in social intercourse to call the attention of the members to the fact that the bonds we held amounted to less than a half million dollars principal, and that the interest, which had accumulated till it exceeded a million dollars, could be satisfactorily adjusted, and that such adjustment, compromise, or arrangement would not entail a recognition of any other bonds, not even of any bonds of the same series as ours. Our bonds were thus dissociated from all others, and the bare question was presented to the governmental authorities of Mississippi, whether they would recognize and pay, not her whole repudiated debt, but this small part of it which had been devoted by Mr. Peabody to the education of Southern children. The public debt which Mississippi acknowledges is only \$517,150. That is the only debt upon which she pays interest. There can be no excuse for her refusing to add the Peabody bonds to it.

A prominent Mississippian, commenting on the Peabody Board's application for relief shortly after I had presented it, writes: —

"Candor compels the admission that we know of no reason beyond that of adverse fortune and inability to justify the repudiation of the Planters' Bank Bonds. As Mr. Peabody says, they must not be confounded with the Union Bank Bonds. Their validity rests upon a wholly different basis. The very clause in the Constitution of 1832, which was the supreme law of the State until it was superseded in 1869 by the present Constitution, that forbade the passage of a law pledging the faith of the State for the payment of any loan or debt, except on the conditions therein named, and which were palpably violated in the case of the Union Bank Bonds, contained the following provision:—

"Provided, that nothing in this section shall be so construed as to prevent the Legislature from negotiating a further loan of \$1,500,000 and vesting the same in stock secured to the State by the charter of the Planters' Bank of Mississippi."

"It was upon the faith of this expression of the sovereign will of the people, engrafted upon their organic law, that the loan was obtained, and upon which the interest was regularly paid for a number of years, as stated by Mr. Peabody."

But notwithstanding his admission that there was no reason to justify repudiation but adverse fortune and inability to pay, he scrupulously refrains from any appeal to his State to reverse her policy. It is idle to plead "adverse fortune," because our Board refrained from pressing payment until that had passed, and prosperity was restored. It is equally idle to plead "inability to pay," since at the very moment of our pressing for payment the Governor announced that the State "abounds in resources of wealth and independence," and the statistics exhibit the annual burden for paying the interest on her public debt to be less than \$17,000.

I believe the State is irrevocably committed to upholding her repudiation. The constitutional amendment, quoted in my last Report, repudiating our bonds, was adopted by a Republican Legislature at the suggestion of a Republican Governor. It was submitted to the people, who ratified it

✓ at the polls. Meanwhile the Democrats had gained the ascendancy, and they passed it triumphantly through the succeeding Legislature; and the Democrat Governor to whom I appealed for aid and encouragement in the accomplishment of your wishes (as per my last Report) found it was not consistent with his views of constitutional duty to favor your request. There is not the slightest probability that Mississippi will ever voluntarily pay a dollar of her repudiated debt.

Respectfully submitted,

T. C. MANNING.

OCT. 4, 1882.

Voted, That the President of the Board is requested to draft a Memorial to the Legislature of Florida, praying that provision be made for the payment of what may be due on the Bonds of Florida donated by Mr. Peabody to this Board, and that the presentation of the Memorial be intrusted to General Jackson.

The officers of last year were re-elected.

The Committees were appointed as follows:—

Executive Committee: Hon. WILLIAM AIKEN, Hon. WILLIAM M. EVARTS, Hon. A. H. H. STUART, General J. K. BARNES, Hon. H. R. JACKSON, with the Chairman, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, Hon. HAMILTON FISH, Chief Justice M. R. WAITE, Colonel T. LYMAN, ANTHONY J. DREXEL, Esq., with the Treasurer, *ex officio*.

Voted, That the General Agent be empowered to allow to Tennessee a proportionate number of scholarships, whenever and so long as Tennessee shall give annually to the College \$10,000 free from all incumbrances.

Resolved, That the thanks of the Board be presented to Judge MANNING for his services in presenting the claims of the Fund against the State of Mississippi.

Adjourned to 11 o'clock, Thursday.

Thursday, Oct. 5.

The Trustees met at 11 A.M.

Present: Mr. FISH, the Chairman, and Messrs. GRANT, EVARTS, WETMORE, STUART, WAITE, WHIPPLE, HAYES, LYMAN, and DREXEL, with the General Agent, Dr. CURRY.

The following Reports of the Auditing Committee were presented and accepted: —

The Committee to whom was referred for examination the Treasurer's account to June 30, 1882, find vouchers for all payments charged by the Treasurer; and there remained in his hands on deposit in the Bank of America \$1,545.98.

Respectfully submitted,

THEODORE LYMAN.

A. J. DREXEL.

The Committee to whom was referred the account of the General Agent, to June 30, 1882, find the same properly vouched, and that the sums received correspond to those paid by the Treasurer.

THEODORE LYMAN.

A. J. DREXEL.

Adjourned to the first Wednesday in October, 1883; or subject to the call of the Chairman.

THEODORE LYMAN,

Assistant Secretary.

APPENDIX.

PETITION TO CONGRESS.

To the honorable the Senate and House of Representatives of the United States in Congress assembled:—

Your petitioner, the General Agent of the Peabody Education Fund, would respectfully represent,—

That on 8th March, 1880, the Trustees of the Peabody Education Fund submitted a Memorial to Congress on "The vital necessity of national aid for the education of the colored population of the Southern States, and especially of the great masses of colored children who are growing up to be voters under the Constitution of the United States." They accompanied their Memorial by a Report which had been prepared by a Committee of their body, consisting of Hon. Alexander H. H. Stuart, of Virginia, Chief Justice Morison R. Waite, of Ohio, and Hon. William M. Evarts, of New York. The attention of Congress is invited anew to that very able and conclusive paper. Since the presentation of that Memorial, the subject of national aid has assumed larger proportions in the public mind and in the public conscience.

The census of 1880 exposes a fearful amount of illiteracy in the United States. As might have been expected, for an obvious reason, that illiteracy exists largely, disproportionately, in the lately slaveholding States. In *ante bellum* days the negroes were not educated. Since the abolition of slavery—a fact which no sane man would undo—the South, although making patriotic and self-sacrificing efforts in that direction, has

failed, as all familiar with her pecuniary condition could have foreseen, to provide universal education for her people. The history of our country, prolific in instances of exalted patriotism and ready adaptation to local and national exigencies, furnishes no exhibition of these virtues superior to the attempt of the Southern States to meet the unfamiliar and difficult, but cheerfully assumed, obligation of giving rudimentary instruction to all classes, irrespective "of race, color, or previous condition of servitude." The history of public schools in those States is a chapter of peculiar interest in the general history of our institutions and civilization. The credit due to an impoverished people, bravely struggling to do their part in the new and strange environments, is shared by religious bodies and individual citizens of the North, who, comprehending the needs of the young, have generously and munificently contributed money to supply them with the means of education. Hard experience has demonstrated the inability of the Southern States, unaided, to sustain the heavy burden of universal education. If illiteracy is to be removed, or prevented in the future, the States must receive liberal and prompt aid from the General Government.

This aid should be rendered in co-operation with the school systems of the States. Those systems, varying in details, but generally copied from the systems which exist in the Northern States, are the outgrowth of the convictions of the people. Year by year they are being adapted to the wants and peculiarities of communities and States. Constitutions command free schools; statutes establish and provide for them; State and local officers administer; State revenues are increasingly supplemented by local taxation. No organized opposition to public schools can be found; political parties are zealous to declare their purpose to sustain and perfect; press associations approve and newspapers give their valuable support; legislatures invite educators and advocates of free schools to address them; the people are willing and eager to be informed and to adopt improved methods of instruction and school management. With probably the most extensive acquaintance with school officers in the South possessed by any man in the Union, acquired by personal intercourse with them, I make bold to affirm that no departments of govern-

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ment have better qualified, more patriotic, more trustworthy, more enlightened administrators. What is needed for success in making education universal is not severe Federal supervision, subordination of State schools to central authority, but a well-guarded and adequate appropriation of public money.

Of the extent of the illiteracy, your honorable bodies, having ready access to the latest census returns and to careful compilations of school statistics, need not to be informed. On the dangers of this illiteracy it would be superfluous to enlarge. The basis of our free governments is intelligence and integrity. Free government presupposes intelligent self-government. The mere possession of power by the people is no assurance nor guarantee of good government. Civil government can dispense with arbitrary restraints and with physical power ; can allow the possession and enjoyment of personal liberty just in so far as the citizens impose, voluntarily and intelligently, restraints upon themselves. Free governments, governments of the people and by the people, allowing and securing the largest measure of individual freedom, are compatible only with popular education. It is idle to hope for free government or republican institutions apart from free schools.

From the act of the Continental Congress on the 20th of May, 1785, for the disposition of the lands ceded by Virginia and the other States to the present time, the United States is committed to the principle that "popular education is the only safe and stable basis for popular liberty," and to the policy of using Government property in aid of public schools. What was a privilege and duty in the past has now become an imperative obligation. The general argument for Congressional intervention to remove or prevent illiteracy becomes stronger when applied to the negroes. As is stated in the Report to which attention has been called, the production of the pen of an honored and venerable statesman of Virginia, they are an "exceptional class of our population," and as such have peculiar claims on the justice and bounty of the Federal Government.

Their ancestors did not come voluntarily to this country seeking to better their condition, as come the immigrants who by thousands are now flocking to our shores. They were brought

forcibly as slaves and were held as such prior to the Revolution by the connivance and direct action of the mother country, and under the authority of the laws of all the States. When the war for independence closed slavery existed in all the colonies. The Federal Constitution sanctioned the institution. In the exercise of its discretion the Federal Government emancipated the slaves, elevated them to the dignity of American citizens, and invested them with the right of suffrage. "Slavery is but half abolished, emancipation is but half completed, while millions of freemen with votes in their hands are left without education." The new citizens need to be made to comprehend the duties of citizenship, to be taught the nature and benefits of the political rights they enjoy. From manumission and enfranchisement there is on the part of the Government a resulting obligation to secure to those suddenly exalted to citizenship and suffrage that amount of education which is necessary to enable them to discharge intelligently the new duties devolved.

Inter arma leges silent is recognized in times of extreme peril as a legal maxim. When the national life is endangered the Constitution yields to a liberal interpretation. The latitude is not because of war but because of the crisis which war sometimes creates. If the necessity be as great, the peril as imminent in time of peace as in time of war, then with equal reason may be invoked the principle, *salus reipublicæ est suprema lex*. That masses of ignorant voters constitute a national peril, justifying a resort to the "extreme medicine of the Constitution," it would be an insult to your honorable bodies to argue.

The evils of ignorant voting cannot be exaggerated. Four Presidents, in succession, with increasing emphasis, have invited the attention of Congress to legislation on the subject. State Legislatures, educational conventions, religious assemblages, public press, and private citizens swell the demand for immediate and effective measures of relief.

It seems that each generation must pass through its own trials, as each person must be disciplined for his own improvement and growth. We reap the fruits of the sacrifices and achievements of our ancestors, but for ourselves we must endure trials and meet responsibilities. Our Republic is a holy trust. Much

as our fathers did, none the less are we required to do. Free institutions are still an experiment. They are on trial before the world. No peril is greater, more insidious, more pervasive, arouses more the apprehension of the patriot, than the illiteracy of citizens. Fortunately the evil is remediable, and the remedy is in your hands.

Your petitioner earnestly invokes your intelligent and continuous attention to the dangers which come from so much illiteracy, and trusts that action, prompt and adequate to meet the emergency, will be had before your adjournment.

J. L. M. CURRY.

RICHMOND, VIRGINIA, May 17, 1882.

TWENTY-SECOND MEETING OF THE TRUSTEES.

NEW YORK, Oct. 3, 1883.

THE Trustees met at the Fifth Avenue Hotel, in New York, October 3, at 12 M.

There were present: Mr. WINTHROP, the Chairman, and Messrs. FISH, GRANT, AIKEN, WETMORE, STUART, WAITE, WHIPPLE, JACKSON, LYMAN, HAYES, MANNING, DREXEL, and the General Agent, Dr. CURRY.

Mr. WINTHROP, the Chairman, addressed the Board as follows:—

INTRODUCTORY ADDRESS OF HON. ROBERT C. WINTHROP, CHAIRMAN OF THE BOARD.

I NEED hardly say, Gentlemen, how deeply I regretted being prevented from returning from Europe in season to be present at our last Annual Meeting. But the printed Proceedings of the Board, with the detailed Report of our General Agent, soon gave me the welcome assurance that nothing was lost by my absence.

I could not but remark, however, in examining those Proceedings, that only ten of the Trustees were in attendance on that occasion; and as nine members are necessary for a quorum when our Board is full, I was impressed anew with the danger we are in, from year to year, of finding ourselves without a sufficient number for the transaction of business. I ventured, some years ago, to suggest the expediency of fixing a slightly reduced quorum. The

suggestion did not meet the acceptance of the Board, and I am not disposed to press it again. But I trust we shall all bear the danger in mind, and be willing to make some personal sacrifices to avert it. The absence of any of our Southern associates is always to be particularly regretted, as our work so immediately concerns their own part of the country, and as on them we must rely for the most authentic assurances of the success or failure of the trust committed to us. I am glad to perceive that we are all here to-day.

More than half of the time contemplated by Mr. Peabody for the continuance of our Trust has now expired; and our work has thus far run along so smoothly and satisfactorily that it may almost seem able to go on of itself, without any other direction or supervision than those of our General Agent. But he himself will agree with me, I am sure, that the careful attention and consideration of the Trustees is still called for; that questions of serious importance may arise unexpectedly at these Annual Meetings; and that the influence of what is said and done here, by those whose names and characters are known throughout the land, is of no small moment in strengthening our hold on the confidence of the States for whose benefit the Trust is administered.

With the death of Dr. Sears, and the election of his successor in 1881, we had reached and recognized a turning-point in our policy and proceedings. All our efforts and all our income, during the previous period, had been devoted to the direct establishment and encouragement of Free Common Schools in the various Southern States to which our Fund was limited. Through the wise and efficient exertions of Dr. Sears, we had succeeded even beyond our expectation in awakening an intelligent and earnest interest in education in almost all those States; and had helped them by appropriations to the extent of our means, and by

appeals and addresses more effective than any mere money, both in the adoption of well-considered and efficient State and Municipal laws and regulations for carrying on a system of free public instruction, and also in establishing, in many places, model schools as examples. Everywhere we had met the most cheerful and eager co-operation.

But here we were met, also, by the ascertainment of a great want which our own work had developed, and without the supply of which all further efforts would have been comparatively fruitless. That want was the want of accomplished and capable teachers; and it could be supplied only by normal schools or colleges, in which suitable persons might be adequately trained to the work of teaching.

To that all-important object our means are now mainly directed. We have taken under our especial patronage, for this purpose, the University of Nashville, Tennessee, at which not less than a hundred Normal Scholarships have been established, which are distributed among the various Southern States, and where, at the joint expense of the State of Tennessee and of our own Fund, the specific education of teachers has been carried on for several years past under the supervision of the Rev. Dr. Eben S. Stearns, a teacher of long experience and great accomplishment, who had been selected and appointed by Dr. Sears for this most responsible position. We have also sanctioned the employment of a considerable sum annually, from the income of our Fund, for the holding of Teachers' Institutes in many convenient places, at which lectures and addresses are delivered, and other exercises conducted in the cause of Normal instruction.

Much has been accomplished in this line of our work, and we have every inducement to persevere in it, and to make it the principal aim and end of our efforts and expenditures for the future. Meantime, our devoted General Agent, like his predecessor, exercises a vigilant supervi-

sion and control over all that is done, and is never weary in going from State to State, and from city to city, and, if need be, from village to village, lending advice and counsel to municipal authorities and boards of education, and delivering addresses to State Legislatures, or at Teachers' Institutes, wherever and whenever he can be of service to the great cause of which he is our accredited apostle.

But while we may all be well content with what has thus been accomplished by Mr. Peabody's Trust during the more than sixteen years since it was established, we cannot be blind to its utter inadequacy to the full work of Southern education. Indeed, all that has been done hitherto has only served to reveal to us more distinctly the vastness of the field which remains to be occupied. The statistics of illiteracy,—of persons over ten years of age who can neither read nor write, but who are or are to be voters,—as taken from the last census, give a fearful prospect for our country, and call for the most earnest efforts of all who have our republican institutions at heart. I dare not face the figures, or ask you to face them, by setting them down as I find them in the latest statistical tables. South and North, East and West, they are ominous of unspeakable danger in the future. When we contemplate such masses of children growing up to wield the elective franchise, not merely without the capacity of writing or reading their own votes, but without a particle of that early discipline and subordination to authority which is an essential element of school education, the very idea of successful self-government seems almost hopeless.

But throughout the South, especially, a denser cloud hangs over the cause of that education which is indispensable to the maintenance of free institutions, gathering additional blackness with every year's rapid increase of population, and which no little Trust like ours can do much to lift or lighten. We rejoice at the recent establishment of

a special auxiliary Fund devoted to this object by a munificent philanthropist of Connecticut, and our hearty sympathies and best wishes are with the Slater Trustees — among whom we are most glad to recognize several of our own associates — in their efforts in this behalf. And we ourselves have done what we could, and all that we could, from the beginning, in encouraging and aiding schools for the colored race as well as for the white. But we cannot but be sensible that the work is altogether beyond the reach or competency of any mere private benefactions or endowments.

In despair of being able to grapple successfully with so great an exigency, we have already laid the matter before the General Government of the country, and have appealed to Congress in a memorial, drafted by our distinguished associate from Virginia, and sanctioned and signed by the Chief Justice of the United States and Mr. Evarts. This memorial has been followed by one of great force and emphasis from our General Agent. I trust that these memorials will be presented again on the assembling of a new Congress, and that they will be pressed upon the consideration and action of the Government as long as the evil shall remain without ample provision for its remedy.

National aid is the only adequate provision for this crying necessity of our institutions, and the nation may reasonably and rightfully be invoked and expected to supply the means of educating that great mass of utterly illiterate and undisciplined voters to whom it has itself so suddenly committed the equal exercise of the elective franchise. As I have said elsewhere, "Slavery is but half abolished, emancipation is but half completed, while millions of freemen with votes in their hands are left without education. Justice to them, the welfare of the States in which they live, the safety of the whole republic, the dignity of the elective

franchise, alike demand that the still remaining bonds of ignorance shall be unloosed and broken, and the minds as well as the bodies of the emancipated go free!"

A great work evidently remains to be done. The Nation alone can do it. And it is false to its own highest obligations and responsibilities in leaving it undone. It is a question of self-defence. Armies and navies are not more essential to our physical defence, from foreign or domestic foes, than Common Schools and the education of our children to the safety of our free institutions, and to the maintenance of intelligent self-government.

And now, Gentlemen, I turn from this vast field which it rightfully belongs to the Nation to occupy, and for which — we can do little or nothing except to commend it to the most earnest consideration of Congress, and come once more to (our own peculiar work.) I am satisfied that we have made the most and the best of our means thus far, and done all that it was in our power to do under the trust committed to us. Yet we cannot but remember how much further our operations might have been advanced and extended, and how much further they could be advanced and extended at this moment, if all the Bonds which have so long been lying dead in our treasury were honestly paid, or if the interest of those Bonds were provided for and added to our income.

It would be lamentable indeed, if this noble Education Trust should be permanently deprived of a large part of its just resources, and seriously crippled in its beneficent work, through the wilful default of any of the very States for whose sons and daughters that Trust was created. If any securities might be regarded as sacred, and beyond the reach of the most unscrupulous repudiation or readjustment, it would seem to be the Bonds which were dedicated by a munificent benefactor to the children of the

Southern States in the hour of their greatest destitution. For myself I have an abiding faith, which no persistent denials have yet shaken or can shake, that the States in default will at last be awakened to a sense of justice. Their own credit and honor, the interests not only of their own children, but of all the children of their Sister Southern States, cannot fail to appeal to them effectively in some hour of sober second thought and of recovered and reassured prosperity. Our Fund was consecrated by Mr. Peabody to the education of the young in the States which had been desolated by the war. It was the very earliest manifestation of sympathy with their distress and their needs. All those States have a common interest in the *whole* Fund; and they have all a common interest in making that Fund *whole*, if any rightful part of it is still deficient. It is for them all to consider whether any intercession, influence, or pressure, can hereafter be brought to bear upon any misguided sisters, who may be virtually usurping an altogether undue and disproportionate share of Mr. Peabody's endowment, by refusing or failing to provide for their just debts to the Fund which he gave for the benefit of them all. They certainly might call on us to consider how much longer any part of our restricted income could justly be employed for the benefit of delinquent States.

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We of the North have no part or lot in this Trust, except as gratified agents or witnesses of its successful administration and its beneficent results. But I venture to think that we are all alike bound as Trustees, after so long a delay and forbearance, to keep up a continual and persistent claim that our Fund shall be made whole, and that the rightful expectations of the illustrious benefactor of the South may not be defeated, nor the Southern children deprived of any part of the bounty which he bestowed on them.

A time will come, thirteen or fourteen years hence, when our Board, as it shall then be composed, will be at liberty to close this Trust, and to distribute not less than two-thirds of the Fund, as it shall then stand, among Educational and Literary Institutions in the States to whose benefit the income is now appointed to be used. It is not for me to anticipate having any personal part or concern in that distribution. Very few of those who took part in the original organization of this Board can look forward to witnessing its dissolution. But I will not despair that before that day arrives, any States now in default will have been aroused to a sense of what their own interest and honor demand; will have nobly redeemed their liabilities to this common Fund for Southern children; and will thus have placed themselves in a condition not only to rejoice with their sisters of the South over the work which has been accomplished, but to assert a reasonable and just claim to be considered in the distribution then to be made.

The repudiation of an honest debt, under any circumstances, is a step from which a State having any care for its character will shrink. But when such repudiation involves an immediate wrong to the best interests of her own children, and endangers the future endowment of her own educational institutions, it is an almost inconceivable act. I recall the emphatic words addressed by the excellent Judge William L. Sharkey to Mr. Peabody and myself, when we were arranging together some of the details of this Trust, at Washington, in 1867: "Those Mississippi bonds of yours," said he, "are as good as gold. They are a just debt of my State, and I know all about them. They cannot be provided for now, while the State is in such confusion and embarrassment; but they will be paid in full as soon as we recover from the depression of the war. They *must* be paid. Mississippi cannot afford to leave them unpaid."

These were the words of one of her own most distinguished and favorite sons ; and upon his words I rest my faith, as Mr. Peabody confidently rested his.

I will make no further reference, Gentlemen, to our claims upon Mississippi. Indeed, I ought to apologize for any allusion to them, after the admirable and exhaustive appeal made to her own Legislature by our associate, Judge Manning, which was so fitly included in our last Annual Proceedings. Meantime, however, I cannot pass from the subject of the unpaid Bonds which create so greatly regretted a deficiency in our means of usefulness, without alluding to another State which is also in default to our Treasury.

At your last meeting, indeed, it was expressly "*Voted*, That the President of the Board is requested to draft a Memorial to the Legislature of Florida, praying that provision be made for the payment of what may be due on the bonds of Florida donated by Mr. Peabody to this Board, and that the presentation of the Memorial be intrusted to General Jackson."

Amid the numerous avocations which followed my return from Europe after so considerable an absence, many weeks elapsed before I had examined attentively the printed Proceedings of that meeting, and discovered that such a duty had been assigned to me. It was then already too late to hope that anything could be accomplished, or even wisely attempted, during that season. But I have brought with me here to-day the draft of such a Memorial, to be signed by our Secretary as well as by myself ; and I include it in these introductory remarks in order that it may be entered at once on our records, and render the story of the Florida bonds familiar both to ourselves and to all who are interested in the condition of our Fund.

The Memorial is as follows:—

MEMORIAL

To the Senate and House of Representatives of the State of Florida :

THE Memorial of the Trustees of the Peabody Education Fund respectfully represents,—

That on the 7th day of February, 1867, the late GEORGE PEABODY gave to said Trustees the sum of One Million of Dollars, the income to be applied “for the promotion and encouragement of intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and South-western States of our Union;” and, in addition to this gift, placed in the hands of said Trustees bonds of the State of Mississippi, amounting, with interest, to about eleven hundred thousand dollars, to be employed for the same beneficent purpose:—

That on the 29th day of June, 1869, Mr. PEABODY gave a Second Million of Dollars to be employed by them in the same noble work; and, simultaneously with this second gift, placed in the hands of the Trustees Florida bonds, amounting, with overdue interest, to about three hundred and eighty-four thousand dollars.

In the letter to the Trustees, announcing his second gift, Mr. PEABODY speaks of the Florida bonds as follows:—

“I give to you Florida six per cent bonds, which, with overdue coupons, amount to about three hundred and eighty-four thousand dollars.

“These bonds, like the Mississippi Bonds in my first gift, must before many years be paid.

“The Territory of Florida obtained the money on these bonds in Europe at about par, and loaned it to the Union Bank as capital.

“The Territory received for some time a high rate of interest, but, after the bank suspended, paid the bondholders nothing, but referred them to the Union Bank, saying, ‘Obtain what you can from the Union Bank, and it will then be time enough to come to us.’ Large amounts of these bonds were purchased by planters at about fifty per cent, and used to pay mortgages held by the Union Bank, until there was nothing more left to be paid; and the small amount of these bonds now outstanding (not

exceeding, I believe, two millions of the original bonds) must, I think, before long induce Florida, as an act of justice long delayed, to make provision for their payment."

Nearly seventeen years have now elapsed since Mr. PEABODY originally established this great Southern Education Trust, and more than fourteen years since these Florida bonds were added to his munificent endowment.

During all this period, the Trustees have gone on with the work intrusted to them, applying the income of the Trust Fund to the promotion and support of education in those portions of the country "which suffered from the destructive ravages, and the not less disastrous consequences of civil war;" and not forgetting Mr. PEABODY'S express declaration of purpose, "that the benefits should be distributed among the entire population, without other distinction than their needs and the opportunities of usefulness to them."

In this distribution Florida has not been neglected. From the earliest organization of our Trust, her schools have partaken of Mr. PEABODY'S bounty, and the reports of her Superintendents of Schools have borne repeated and most grateful testimony to the great value of the aid received from our Fund from year to year.

More than seventy thousand dollars have been appropriated from the Peabody Education Fund to the support of the Florida schools since 1868. Nearly three thousand dollars have been allowed them during the year now closed. Meantime, her bonds remain unpaid, and no provision has ever been made for their interest.

The Trustees respectfully call the attention of your Honorable Bodies to this state of things, and earnestly hope that now that the immediate effects of the late civil war are at an end, and when Florida, with the other Southern States, is becoming prosperous and wealthy, the bonds which were given by Mr. PEABODY for so sacred a purpose may be paid, or rendered productive, without further delay.

The cause of Southern schools calls for every dollar which can be commanded in its behalf. The income of our Fund would be nearly or quite doubled, if Florida and Mississippi could be

moved to provide for the bonds which were made a part of that Fund. In denying or delaying such a provision, they deprive the schools of their sister Southern States of no small portion of the support and encouragement which Mr. PEABODY designed for them all alike.

The Fund was consecrated by Mr. PEABODY to the education of the children of all the Southern and Southwestern States. It is in their name, as well as in justice to the memory of our illustrious Founder, that we present this Memorial.

By order of the Trustees of the Peabody Education Fund,

Chairman.

Secretary.

I hasten, Gentlemen, to turn to a more agreeable topic. I have here to communicate to you a Memorial to ourselves, — furnishing a most gratifying and welcome testimony to the estimation in which the operations of this Board and the efforts of our devoted General Agent are held, and coming, too, from a source quite beyond the range of our efforts and operations thus far. It is a Memorial from Louisville, Kentucky, praying that we would henceforth include the State of Kentucky in the field of our work; and particularly that we would authorize our General Agent to address the Legislature of Kentucky next winter, and “to lay before that body the result of his reflection and experience on this great subject.” The Memorial was sent to me by my valued friend Bishop Dudley, whose name stands first among the signers, and is followed by the names of judges and chancellors, pastors and professors, physicians, lawyers, merchants, and citizens, including the Mayor of Louisville.

Such a request from such a source is a tribute to the value of the services of this Board which cannot be too highly appreciated. Nor can any of us hesitate, I think, to accede to such a request to the full extent of our authority. I know not that there is anything express or

implied in Mr. Peabody's Letter of Trust which should prevent us from including the State of Kentucky in the sphere of our operations, giving her a share in our scholarships at Nashville, and contributing in special cases to the encouragement of her schools. But certainly there can be nothing but satisfaction to us all, in authorizing and instructing our General Agent to lend to that State all the personal aid in his power, by addresses to her Legislature, and by advice and counsel to her municipal authorities, wherever desired; and I hope that a resolution may be introduced and adopted before our meeting is over, with a view to the most favorable action in our power upon this Louisville Memorial.

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It will quicken our interest in this course to know that Kentucky has recently stricken from her statutes an unwise as well as odious discrimination between races, in the disbursement of her own school fund. Such a discrimination, I need hardly say, — if adopted, or persisted in, anywhere, — would be seriously prejudicial to the work in which we are engaged. It would obviously be in direct contravention of that noble condition of Mr. Peabody's Letter of Trust, that the benefits of his bounty should be distributed "among the entire population, without other distinction than their needs and the opportunities of usefulness to them." It might thus even raise a question whether our appropriations could be continued in States which should adopt such a discrimination.

Meantime, you will be glad to learn that Dr. Curry, in anticipation of any action on this Memorial, has already, within the very last fortnight, delivered a powerful Address, on the needs of Southern Schools, at a meeting of "The Inter-State Educational Convention," at Louisville, which I hope may be included in the Appendix to our Proceedings at this Meeting, as a part of the work of our General Agent during the past year.

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I may not bring these introductory remarks to a close, Gentlemen, without referring to the loss which our Board has sustained, since the last Annual Meeting, by the death of our associate, General Joseph K. Barnes.

He died at his residence in Washington on the 5th day of April last, in the sixty-sixth year of his age, having been born in Philadelphia on the 21st of July, 1817.

A graduate at the Medical Department of the University of Pennsylvania in 1838, he was commissioned as an Assistant-Surgeon in the United States Army in 1840. After varied and valuable services in Florida, in Mexico, in Texas, and at West Point, he received the appointment of Surgeon, with the rank of Major, in August, 1856. In 1863 he was appointed Colonel and Medical Inspector-General, and in 1864 he became Surgeon-General of the United States Army, with the rank of Brigadier-General.

In 1865 he received the Commission of Major-General by brevet for faithful and meritorious services during the war; and in 1882, after forty-three years of continuous service, he was placed upon the retired list by the operation of law.

General Barnes's name was honorably associated with the establishment of the Army Medical Museum, with the Surgeon-General's Library, and with the compilation and publication of the "Medical and Surgical History of the War;" and his services to the medical world were recognized in France, Belgium, Germany, and Russia by diplomas of distinguished Societies and Academies.

He did not spare himself in his care for the wounded on the field of battle or for the sick in the hospitals; and in his later spheres of service he displayed great administrative ability. His own health gave way at last, under his assiduous and anxious attendance on President Garfield; and when death had ended those protracted sufferings he found himself a confirmed invalid. Another year and a half terminated his life.

His death was announced to the Army in general orders by the Adjutant-General, and to the Medical Department of the Army by his successor in the Surgeon-General's office; and he was buried in Oak Hill Cemetery, at Georgetown, D. C., with the military honors befitting his rank.

General Barnes was elected a member of this Board in July, 1873, and had thus been associated with us for nearly ten years. He had rarely failed to attend our meetings after he became a member of the Board; and his amiable and obliging disposition and genial presence will be missed from our little circle. I leave it to others to propose the tribute of regard and respect to which his memory is entitled on our records, and to initiate measures for electing a new Trustee in his place.

The following memorial from Bishop Dudley and other citizens of Louisville, Kentucky, was presented, and referred to a Committee consisting of Messrs. WAITE, FISH, and JACKSON:—

To the Trustees of the Peabody Fund:

GENTLEMEN,—The undersigned, citizens of Louisville, Ky., respectfully request that you will consider the advisability of henceforth including in your operations the State of Kentucky. We presume that certain Southern States were originally omitted by the Trustees because they were supposed to have suffered less than others by the war, and to be, therefore, less in need of educational assistance. However it may have been at that time, the fact is to-day that the public-school system of Kentucky (outside of the cities) is in a deplorable condition, greatly worse than in some of the States in which you have been operating. The State appropriation is inadequate, and

County appropriation almost entirely wanting, and in some counties there are practically no schools at all. Many of our people lack interest in the subject, and many of our legislators shrink from voting an increase of school tax. There are at present several indications of improved tendencies in public opinion on the subject, and earnest efforts are now in progress. A full account of the present condition of our public-school system is given in the able Report of our State Superintendent of Public Schools, a copy of which is sent herewith.

We are persuaded that in this state of things it would have a most wholesome effect if your honored General Agent could address our Legislature next winter (as he is known to have done in other States), laying before them the results of his reflection and experience on this great subject, stimulating them by argument and appeal to make a forward movement, and speaking with the manifest right to be heard which belongs to a man who comes not to ask help, but to offer it. We think the moral effect of your assistance would thus far transcend the material aid, and we know this to have been your aim in all the management of your great Trust. Instead of seeking to bring this matter before your honorable body through a popular petition or an official application,—to each of which courses there seemed to be some objection,—we venture to present this memorial from the "Conversation Club," in which the subject of our Public Schools has recently been discussed with the deepest interest. The designations of position or calling which are appended to our signatures are designed to show that the Club comprises men of both political parties, and of quite varied pursuits and general opinions, and may thus be considered as fairly representative of intelligent public sentiment, which we are fully convinced is the case in regard to this important matter.

We have the honor, gentlemen, with the greatest respect, to subscribe ourselves

T. U. DUDLEY, *President*. (Assistant Bishop of the Protestant Episcopal Church of the Diocese of Kentucky.)

H. W. BRUCE, *Vice-President*. (Ex-Chancellor of Louisville Chancery Court.)

JNO. W. BARR. (Judge of United States Circuit Court.)

JNO. MACLEOD. (General Superintendent Louisville, N. A., and Chicago R. R.)

L. S. McMURTRY. (M.D., Instructor in the University of Louisville.)

WM. H. WHITSETH. (D.D., Professor in the Southern Baptist Theological University.)

J. W. HOLLAND. (M.D., Professor in the University of Louisville.)

JAMES S. PIRTLE. (Attorney-at-Law.)

ROBERT CHRISTIE. (Pastor of College-Street Presbyterian Church.)

LEWIS N. DEMBITZ. (Attorney-at-Law.)

W. C. YOUNG. (D.D., Pastor of Central Presbyterian Church.)

JAS. P. HELM. (Attorney-at-Law.)

JNO. E. GREEN. (Merchant and Manufacturer, President of Louisville Board of Trade.)

THOS. W. BULLITT. (Attorney-at-Law.)

A. L. McDONALD. (Principal of Louisville Rugby School.)

W. O. HARRIS. (Attorney-at-Law.) *1st in a Seminary*

JOHN A. BROADUS. (D.D., Professor in the Southern Baptist Theological Seminary.)

A. MOSES. (Rabbi of Temple Adas Israel.)

F. D. CARLEY. (Merchant, Vice-President of Louisville and Nashville R. R. Co.)

JNO. G. SIMRALL. (Vice-Chancellor of Louisville Chancery Court.)

W. N. McDONALD. (Principal of Louisville Rugby School.)

CHARLES P. JACOB. (Mayor of the City of Louisville.)

HUGO R. M. MOELLER, *Secretary*. (Professor in the Louisville Male High School.)

BASIL MANLY. (D.D., Professor in the Southern Baptist Theological Seminary.)

LOUISVILLE, KY., May 3d, 1883.

The Chairman appointed Messrs. GRANT, WHIPPLE, and STUART a Committee to prepare a resolution on the death of Surgeon-General BARNES.

The Chairman communicated the following letter from Mr. GEORGE PEABODY RUSSELL: —

BREVOORT HOUSE, FIFTH AVENUE, 21 August, 1883.

DEAR MR. WINTHROP, — I received your note only this morning, as I have again been obliged to be absent. I had hoped to be present at the Annual Meeting, but am unexpectedly obliged to return, and sail in the "Servia" to-morrow. I hope to be here again next year; but I have been so many times disappointed, that I feel that I ought to resign my seat on the Board and give place to some one who would not be subject to such interruptions in his attendance. May I therefore beg that you will communicate my resignation to the Board, with the expression of my warmest good wishes for the continued success of the great work which has been so well carried on, and of my great regret at not being able to meet them at least at this one meeting more.

With the hope, dear Mr. Winthrop, that you may for many years continue to preside at the meetings of the Board whose work owes so much of its success to you, from its very inception to the present time,

I remain, faithfully yours,

GEORGE PEABODY RUSSELL.

The following resolutions were thereupon unanimously adopted: —

Resolved, That the Trustees of the Peabody Education Fund have learned with sincere regret that their associate and Secretary, GEORGE PEABODY RUSSELL, finds himself obliged, owing to protracted absence from the country, to

withdraw from further relations to this Board; and that, in accepting his resignation, the Trustees desire to assure him of their grateful remembrance of his important co-operation in the original organization of this Trust, under the immediate direction of his illustrious uncle, and for his valuable services for many successive years.

Resolved, That the Chairman communicate the foregoing resolution to Mr. RUSSELL, with our best wishes for his health and welfare.

Hon. SAMUEL A. GREEN, of Massachusetts, was unanimously chosen a Trustee in the place of Mr. RUSSELL; and he was also appointed Secretary of the Board.

Messrs. MANNING, JACKSON, and STUART were appointed a Committee on the defaulted bonds of Mississippi and Florida.

The General Agent, Dr. CURRY, then read his Report, as follows:—

REPORT OF HON. J. L. M. CURRY, GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

GENTLEMEN,— I am happy to say, that, during the year which has just elapsed, the work which you have intrusted to me has been moving onward successfully. In a subsequent part of this Report I shall invite your attention to detailed statements which show auspicious results in most of the States which are beneficiaries of the Fund.

Since your last meeting, the General Agent has visited nearly all the Southern States, and, by request, has addressed the Legislatures of North Carolina, Florida, Alabama, Tennessee, and Arkansas. By unanimous vote, the address before the General Assembly of Alabama was

printed as a public document, and widely circulated. For years to come there will be need of systematic agencies for creating and keeping in exercise a healthy sentiment in favor of education. Very valuable are popular discussions of the utility of education, of the superior cheapness and efficiency of public over private schools, of the obligations of towns and communities to sustain schools by local taxation, and of the dependence of public schools upon properly trained teachers.

All the State Superintendents have been cheerful in their co-operation with the General Agent, and zealous in their labors to build up in their respective States the Public Schools. It would be ungrateful and unjust not to make mention of the aid often given him by the Bureau of Education at Washington. General Eaton, beyond a technical discharge of office-work, delights also to advance the general cause by his abundant information, wide experience, personal counsel, and eloquent voice.

The year has been marked by the usual assemblages of educators. The discussions are taking a wider scope, and embracing problems connected with education which show the increasing importance of the subject. Considering that education has been a necessity since the origin of man, and that it underlies all human development, it is strange that it has not made more rational progress. It would seem that in so many centuries it ought to have assumed generally accepted systems and methods. The endless modifications to which mind, in its accomplishments, processes, and functions, is subject, as growing out of civilization, religion, and environments, may account in part for the unsatisfactory results which have been attained. It cannot be questioned that in much of what is called education the results are sadly disproportionate to promises, expectations, and expenditure. It is, therefore, a favorable symptom, that men and women of large experience, culture,

and ability are giving much time and thought to the discussion of principles that are of the essence of education as an art, a science, and a philosophy.

There is a growing recognition of the alliance betwixt industrial and mental training. As the command and discipline of the mental faculties qualify for any avocation or profession, so the training of the hand and the eye is an auxiliary to mental development, and helpful in every sphere of life. For centuries, education was, in a broad sense, the exclusive possession, and was considered the exclusive privilege, of the elect few; now it is a universal right, and in the United States is a vital part of our social and national life. The masses, while fitting for citizenship, must earn their daily bread by manual labor, by the sweat of the brow. That education has much to commend it which, while making more rapid and thorough mental instruction and discipline, combines intelligence with knowledge, and gives aptitude for learning trades, or increases the power to make a living. Under the peculiar condition of the States which are the sole beneficiaries of the Fund, industrial schooling is a necessity. These considerations meet the obvious and earnestly pressed objections often urged against general taxation for school purposes, and show that material prosperity, social quiet, and individual thrift and probity are all promoted by education.

The frequent change of school-officers—superintendents, and others connected with administrative functions—produces serious inconvenience and sometimes real harm. The value of the work of these men is often not dependent so much on natural cleverness and aptitude, as on the practical experience, acquired habits, knowledge, and expertness which come from acquaintance with a system and the intelligent application of rules. Time is needed to familiarize one with principles and details, to enable him to understand character and scope of duties. All are familiar with the

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amusing failures to comprehend the operations of a government from merely reading explanatory treatises. The acquired experience or knowledge of a school-officer enhances his qualifications, and his value, not unfrequently, is proportionate to the time he has been in office. Rotation deprives the State of official wisdom, familiarity with details, and routine acquaintance with the technique of administration; it begets uncertainty and neglect, and takes away the healthful stimulus of an honest ambition to connect one's name with the education of youth. At the South where public-school systems are novel, and where many intelligent citizens are unfamiliar with their operations, the necessity of permanence in school-officers is greater than in States where such schools have been for generations a part of the daily life.

The evils of rotation are aggravated when changes are the consequence of the varying fortunes of political parties. Changes are multiplied, and the tendency is to convert the school organization into a political machine for retaining party ascendancy. Instead of the schools and their administration being sacredly kept as the appointed means for educating children, they are subordinated to the irrelevant ends of party success and personal aggrandizement. Instead of being for the *general* weal, the school system may be wickedly perverted to secure the supposed interests of a fraction of the people. It is not easy to imagine a state of things more mischievous, more fatal to "free schools for the whole people," more corrupting, than the degradation of the State-school organization, throughout all its parts, to a party instrument for promoting or ostracizing certain politicians, or effecting certain ends which have not the remotest relation to the instruction of youth.

Such an abuse of trust saps the foundation of political ethics, and violates all sound principles of civil service. An officer, instead of discharging duties and relying on

capacity and fidelity for retention in his place, considers himself as the servant of the party to which he belongs, and uses his time, influence, and official power for ends quite apart from the efficiency of schools. Ciceró said that those officers who take care of one part of the citizens, and disregard or neglect another part, do but occasion sedition and distrust. Any suspicion or fear of the use of the school organization for partisan purposes excites prejudices against or engenders attacks upon the public schools, either the entire system or the details of administration. The party out of power — restive, discontented, ambitious — is easily provoked into open or indirect hostility. If the superintendent or other officers interfere actively in party politics, or use their official power for party ascendancy, attacks will be made on officers, salaries will be reduced, or other means just as effective will be found for crippling the usefulness of the schools. An enlightened and patriotic public sentiment should rigidly confine the school organization to its proper sphere, and lift the free schools out of the arena and the fluctuations of political strife.

In some of the States a new phase of the free-school question is presenting itself. Kentucky has recently stricken from her statutes an unwise discrimination betwixt the races, in the disbursement of school-funds; but in the flush of our rejoicings over such a triumph of patriotism and generous self-sacrifice, we find a disposition elsewhere to adopt what Kentucky, after trial, has cast aside. It is not proper in this Report to mention, much less to discuss, the causes which have created this hurtful sentiment in favor of throwing upon each race the burden of educating the children of that race. Were we to concede all that is claimed as justifying the discrimination, it might be conclusively replied that the confinement of the school revenues *pro rata* to the race paying the taxes

is a measure that originates in narrow prejudice, or is punitive for certain alleged political offences, and is, therefore, an unstable and unworthy ground for the legislation of Christian statesmen.

Public education at public cost has its best defence in the obligation to preserve national life. A State may well go to the extreme limit of taxing power to save its autonomy, to prevent dissolution, or to perpetuate the liberties of the people. Indispensable to these ends is the fitting of the people to fulfil intelligently the duties of citizenship. In the discharge of this duty, the State must act as a unit, irrespective of races, communities, and individual citizens. Among its citizens, in the bestowment of favors and the imposition of burdens, it must not be governed by fear or favor. Ignorance is not the less harmful, whether the tene-ment which the mind inhabits be of one color or of another. A citizen is a citizen. The expenditure of blood and treasure, as well as the organic law and authority of the Union, have settled this irrevocably.

This partition of revenues, according to a race standard, repudiates the idea that education is a common burden for the general good. It also defeats itself. The complaint is, that one race is the dupe of faction and demagogism, and readily lends itself to the aggrandizement of men who are the enemies of the State. If this be true, as applicable to one race rather than to another, it is because of the exceptional ignorance of that race. To limit the education of the less-favored race to what it can do for its youth, to leave it unbefriended and unguided in its poverty and necessarily slow emergence from the darkness and stupor of centuries of barbarism, is to doom it to perpetual inferiority. The education of all is essential to true manhood, to right citizenship, to national wealth, to the highest development of productive resources, to the stability of free institutions, to good government; and this education

is a rightful and necessary tax upon the property of the community. To withhold such contribution is unwise and suicidal. Intensely anxious for free and universal education, studying diligently how to prevent or remove obstacles that may lie in the way, the General Agent is constrained to say to the guardians of the Fund which has been such a potent and salutary agency in bringing about the revolution in law and in public opinion at the South, that if the reactionary spirit be not arrested, all that has been so laboriously and beneficently built up will be overthrown.

WEST VIRGINIA.

The Legislature made but slight changes in the school law. It appropriated liberally for the University, and \$8,000 for the pay of teachers in the Normal Schools, and \$1,100 for repairs. The appropriations for the colored Normal School and for Teachers' Institutes were continued. The energetic and intelligent Superintendent, the Hon. B. L. Butcher, sends a full and satisfactory Report, from which I gather some interesting facts. "The Peabody Institutes for white teachers, five in all, have been very successful. . . . I have not gone to the same county twice. The Institute for colored teachers was again held at Harper's Ferry by Superintendent A. L. Wade. There was an increased attendance. Our native colored population are orderly, industrious, and generally intelligent. They appreciate the fair treatment our State has given them, and are taking advantage of their educational opportunities. The County Institutes, conducted by our best teachers, have also been very successful this year. All have not yet been held. . . . The compulsory-attendance feature of our law has worked marvellous results in securing the almost unanimous attendance of the teachers. When they are once at the Institute the good work of the instructors

reaches them, and it is carried into the schools,—all the schools. The tone of our educational affairs is very much better than ever before. The rate of wages had been steadily decreasing for five or six years, but last year a movement was made in the other direction, and this year it is increasing to a much greater extent. The demand for good teachers was never so great. Whenever new school-houses are to be built, careful plans are made, and intelligent teachers and good architects are consulted before the work is undertaken. Good houses are the result. I give the Institutes a large share of the credit for this improved condition of affairs.

“In some of our Normal Schools there have been marked improvements, and all are tending in the right direction. The students and graduates are enthusiastic free-school men and women. In fact, to the Normal Schools largely belongs the credit of starting the educational people on the road we are now following with so much enthusiasm. . . .

The influence of the Peabody Education Fund for good in this State is simply incalculable. While the State has been ordinarily liberal in its appropriations, it has given very little to encourage advancement in any given department of school work. It has been willing to give enough to keep alive what we have, but not enough to warrant adding any new machinery; but the great gift of George Peabody comes to the rescue, and gives in such a way as to encourage improvements and additions in and to our educational machinery. Where the State is satisfied of the utility of the new work, it adopts and supports it. So the grand work goes on, the Peabody Fund acting as the pioneer to progress in popular education.”

VIRGINIA.

The convention of County Superintendents held at Richmond, under the call and direction of the Superintendent,

was a pleasant and profitable meeting. General Eaton, Dr. Wickersham, and Mr. Newell attended, and gave valuable instruction. The expense of lecturers was paid by the Fund; and the Superintendent, acknowledging the timely assistance, says: "I gratefully appreciate your hearty co-operation in aiding the cause of popular education in the State."

Two Teachers' Institutes have been held. The one at Blacksburg for white teachers was conducted by George A. Walton of Massachusetts, and he and Mrs. Walton probably never did more useful work. "The Institute opened July 24, and closed August 17. At the opening about fifty teachers were in attendance; the number increased to one hundred and sixty-three. Daily sessions were held from 8.30 A. M. to 1.30 P. M. A night meeting was held each Friday, and after the first week a voluntary evening session of one hour.

"Mr. Walton gave instruction in Arithmetic, and in the Theory and Practice of Teaching and School Management; Dr. McGilivray, in History, Language, and Grammar; Mrs. Walton, in Reading, Vocal Culture, and Geography.

"The aim of the instructors was to present those principles which are to guide in teaching and school management; to show that the ends of teaching are knowledge, a right method of study, and culture; that the end of school government is self-government; and to illustrate the best manner of helping the pupil to acquire these ends. How the pupil may do this was shown by direct addresses and by the illustration of right methods of teaching the several school studies. In the short term of the Institute, it was not thought best to attempt to teach the branches thoroughly, or to give individual training. Some approach to this was made in Language, Arithmetic, and Reading, and various written exercises were required of the students in connection with most of the subjects presented.

"It would doubtless be found, upon critical examination, that to reap the greatest benefit from the Institute, some of the members need to be more familiar with the elementary knowledge upon which the illustrations of the teaching are based. But it may be safely said, no more earnest class of persons ever assembled for the study of their professional work. . . . The increase of interest, and the manifest devotion to the exercises of the Institute, and the general spirit of inquiry which the presentation of methods elicited, give assurance that the views of the teachers are being enlarged, and that the Institute will have the effect of improving the schools."

The Institute at Staunton for colored teachers, with an attendance of over one hundred persons, was under the skilful management of Professor R. L. Mitchell. "For convenience, the Institute was so divided that four subjects were treated during a single hour. The plan worked admirably, and secured the utmost system and precision. . . . The citizens, both white and colored, showed marked interest in the proceedings."

NORTH CAROLINA.

The educational revival mentioned in the last Report spreads slowly over the State, and is to be discovered in particular localities rather than in general results. Aid has been given with benefit to several towns. The Chairman of the Board of Trustees of the Goldsboro' School says: "The school is doing a noble work. It speaks volumes that fully sixty per cent of our school population patronize it. A large majority of the six hundred children enrolled, and now being trained to become useful men and women, are of that class who are unable to pay for an education. Many of these would never otherwise see the inside of a school-house. The graded school cares for all alike. It knows neither the rich nor the poor. To educate these six hundred

children has cost during the past year about \$6,306, including repairs to building and expenses for all purposes. To educate only two hundred of these children in private schools, as was the case prior to the organization of the graded school, would cost parents of the children fully \$7,000. The remaining four hundred children, now being cared for, would receive no education." Public opinion is so unanimous, that at a recent election for increase of taxation for school purposes, out of three hundred and eighty votes cast, three hundred and seventy-eight were in favor of the increase.

A donation from the Fund supplements an annual State appropriation for the maintenance of ten Institutes. The Institute at Wilson, under Professor Tomlinson, enrolled about three hundred teachers, representing thirty-five counties. "Instructors, teachers, visitors, and all, seemed thoroughly alive to the work, and more genuine enthusiasm to do and to learn than that inspired is rarely seen." The Chapel Hill or University Institute, under Professor Moses, numbered about three hundred. "We had an exceedingly pleasant and profitable session. The attendance was excellent, and the teachers were far superior to any similar body that I have seen together."

The State levies for the support of public schools an annual tax of twelve and a half cents on every one hundred dollars worth of property and credits, and a poll-tax of thirty-seven and a half cents. If these taxes are insufficient to maintain the schools four months, the County Commissioners are required to levy a special tax to make up the deficiency. The last Legislature passed a law for "local assessments in aid of public schools, authorizing in any school district an election for levying and collecting a tax not exceeding twenty-five cents on the hundred dollars' valuation of property, and seventy-five cents on the poll, in aid of the public school in said district. The assessment

thus levied and collected from the taxable property and polls of white persons shall be expended in aid of public schools for white children, and the assessment levied and collected from property and polls of colored persons shall be expended in aid of the public schools for colored children."

SOUTH CAROLINA.

Reference was made in the last Report to the retirement of Hon. Hugh S. Thompson from the office of Superintendent of Education. He was elected Governor, and in his inaugural address he repeats and enforces previous recommendations for the establishment in every county of graded schools to be maintained by the State school tax and small local tax-levies, or by voluntary contributions.

"A Normal Institute for white teachers was held for three weeks in Columbia, with Professor Shepherd, of Charleston, as Conductor. He was aided by competent instructors. All the ordinary branches of a general education were embraced in the curriculum, and no pains were spared to make the exercises attractive and instructive. Particular effort was made to render the instruction thoroughly practical, having direct reference to its application in the daily work of the school. At the close of the session, teachers' certificates, to be of force in all the counties of the State, were granted on satisfactory examination.

"An Institute for colored teachers, under the management of Professor Montgomery, of Washington City, was also held. The work done was thorough and beneficial. A model school, composed of children who had never been at school, and had received no school instruction, was conducted daily by Miss M. E. Gibbs, with a view to furnish object-lessons in teaching. This little school was a most interesting feature of the Institute, and most successfully accomplished the end in view. The aid given to

Claffin University (colored) is well used, and is productive of good and far-reaching results. In some counties of the State very decided progress is making, and a lively interest has been developed in school matters which promises well for the future. I am encouraged to expect, as results of the year's work, a larger attendance and a somewhat lengthened session."

GEORGIA.

The Commissioner, Dr. Orr, has given much time to the creation of a more intelligent opinion in behalf of free education. Constitutional restrictions and some peculiar obstacles lie in the way of complete success. Teachers' Institutes, continuing each four weeks for both races, were held at Albany, Waycross, Sandersville, Barnesville, Covington, and Dalton. Instruction in subject-matter was given, but the main design was the teaching of methods. County Commissioners were invited to attend at each point, and receive instruction as to their duties. ✓

FLORIDA.

The report of the Superintendent of Public Instruction of Florida for the two years ending December 31, 1882, shows that "very commendable progress has been made in educational work in this State during the period named. The number of schools operated in 1882 was 1,326, with an attendance of 51,945, — a considerable increase in both items over any previous year.

"The development of public sentiment in favor of public schools is also encouraging; and as an evidence of the growth of this sentiment may be mentioned the fact that the last Legislature passed acts authorizing the organization and establishment of Teachers' Institutes and Normal Schools, making liberal appropriations for both purposes. ✓

"Another instance of the progress of school work in Florida, is the law recently enacted requiring uniformity of text-books. A diversity of books had been one of the great drawbacks to successful teaching in this State. It is true that for several years past, in certain sections, strict uniformity had been required, but these instances were rare ; for the most part the local boards allowed a latitude in this respect that worked great detriment to the schools.

"In addition to the amount appropriated by the State, a grant has been allowed by the Peabody Fund, to be used for Teachers' Institutes. The Institutes are now being organized, and as a number of first-class instructors have been engaged, we may expect to see in the future more efficient and progressive work in the school-room than we have heretofore had.

"The aid given to schools from the Peabody Fund has been of very great benefit to the localities receiving it. In the towns of Quincy, Monticello, and Starke, where the public schools have been looked upon with indifference, our aid, by virtue of the fact that these schools have been made better than any others, has brought them into popular favor, and they are now doing most excellent work."

ALABAMA.

The Legislature has increased the annual appropriation for schools \$100,000, and has established two more Normal schools, one at Jacksonville and one at Livingston, with an annual appropriation of \$2,500 for each. There are now six Normal Schools, three for white teachers and three for colored. Aid from the Fund has been given to Tuskegee, Huntsville, and Florence. At Tuskegee there was an attendance of 126 students from thirteen counties. Increased numbers and better classification necessitated an additional teacher, who was secured by Peabody assistance. "All instruction is done with a view to teaching the stu-

dents how to teach." The course of study extends through four years. There is a model school, in which the students practise the art of teaching. The students have industrial training on the farm and in the brick-yard. This year a carpenter's shop will be added. At Huntsville there was an average daily attendance of 142 pupils. "Peabody aid added to the efficiency of the school, and enabled us to turn out four graduates, well qualified to teach. Teachers from the school find ready employment, and give satisfaction. It is more difficult to conduct a prosperous colored school than a white one; but, all things considered, the progress and development of the colored race in the struggle for education have far exceeded the expectations of the most sanguine." The school at Florence matriculated 184 students, 92 of whom were Normal, "but nearly all will join the corps of teachers of the State. The Normal students are trained in teaching, and not one has been graduated who did not exemplify an aptness in this direction. At the last commencement, there were 20 graduates. Applications from all parts of the State for teachers are constantly received. The effect upon Normal Schools of the Peabody Appropriation has been highly advantageous. By means thereof there has been added to the teaching force of the State a fine body of devoted and competent teachers." "No equal amount given by your Board is accomplishing more good than that given to Florence. The graduates are eagerly sought for all over the State, and the school has not been able to supply the demand."

MISSISSIPPI.

Schools have been aided at Iuka, Ripley, Corinth, Yazoo, and Summit. Institutes were held at Corinth, Ripley, Holly Springs, Durant, and Fayette, "with gratifying results. The attendance of teachers and of people generally was

larger, and the interest manifested greater than during any previous year. Great good to the cause of education was accomplished, not only to public education, but to private. The instructors, Professors Rainwater and Garrett, gave much satisfaction. Education is awakening more interest than was ever known in Mississippi, and this is due, in no small degree, to the assistance we have had from the Peabody Fund. Our Institutes have induced the establishment of many County Institutes."

TENNESSEE.

Besides useful help to several schools, appropriations were made for Institutes at Memphis, Nashville, Jackson, and Knoxville, — two for white teachers and three for colored. The school at Memphis, with an enrolment of 120 colored teachers, "while giving practical methods and ideas in teaching and school management, was designed to prepare teachers for the examinations which followed. The schedule of study prepared by Professor Steele, the Conductor, was full and well planned."

The Institute at Jackson, under Professor T. L. Porter, was a "brilliant success." The enrolment of teachers reached about 200. Valuable assistance was rendered by instructors from Tennessee and other States. Superintendent Paine made an address "full of sound practical and profitable suggestions." Dr. Stearns gave the benefit of his long experience and full mind. Professors Goodman, Garrett, Woolwine, Conger, and others taught or delivered public lectures. The presence and the instructions of Mr. Parker, "the apostle of the new departure in elementary education," inspired enthusiasm, and gave higher ideas of teaching.

The Normal College closed a prosperous session on the 30th of May. At the seventh annual commencement, diplomas, with the degree of Licentiate of Instruction,

were awarded to 47 young men and women. Five received the baccalaureate degree. Peabody medals for superior attainments were given to —

Junior Class: Byron Hoover Dement, of Tennessee.

Middle Class: First Medal, — Eugene Cunningham Branson, of North Carolina. Second Medal, — Emily J. Steele, of Tennessee.

Senior Class: First Medal, — John Cofer Shirley, of Texas. Second Medal, — Willie Durham House, of Texas.

Baccalaureate Class: Mary Elizabeth Pope, of Tennessee.

On March 30, the Governor approved a bill appropriating \$10,000 annually, to support the Normal College, on condition that the State be allowed scholarships on the same terms as they are granted to other States. The General Agent promptly responded, under the authority of the Board, and assigned to Tennessee the number of scholarships allowed to Virginia. This action of the State terminates, it is to be hoped, a struggle, which has been carried on for several years to the prejudice of the College, and which made uncertain the continuance of the grant from the Fund. The College is doing an invaluable work. Tennessee is doubly benefited in having gratuitous scholarships, and a college drawing patronage from the whole South. The expressions by legislators and the executive accompanying the passage of the law give assurance that the State will hereafter co-operate generously with the trustees in giving success and perpetuity to an Institution which will be a blessing to the public schools and an imperishable monument to the South's greatest benefactor.

ARKANSAS.

The new Superintendent urged unsuccessfully upon the Legislature some needed changes in the school laws. Undismayed by the failure, he will make a stronger effort at the next session. "The school tax has been more gener-

ally voted than ever before. In some counties every district voted the limit. The people are demanding better teachers, and I hope the Institutes will assist in giving them an improved body of wide-awake, energetic men and women more fully impressed with the responsibility of the vocation. . . . I send you a programme of the work to be done by Peabody aid. The work is new, and has necessitated my visiting every district in order to select places and explain the scope. I have been successful in obtaining the promise of the Governor, Congressmen, and Judges, and of lawyers, doctors, and preachers, to deliver addresses to the people and the teachers. Thirteen Institutes, one in each judicial district, were held, and the instructors were carefully selected from the successful teachers of the State, to instruct not only in the branches required to be taught in the public schools, but also in the theory and art of teaching."

LOUISIANA.

The discouraging accounts heretofore given have little from later developments to relieve the darkness. Some schools have been aided, some scholarships in Nashville given, and the Superintendent is arranging to hold some Teachers' Institutes. In an effort to prevent the diversion of funds pledged to school purposes, the Superintendent has had some collision with the executive authorities. Recent legislation, if allowed to go into effect, the Superintendent argues, will leave, under most favorable circumstances, only \$69,792.05 to be appropriated for an entire year to the 290,036 children of the State between the ages of six and eighteen years.

The Louisiana "Journal of Education" thus earnestly appeals:—

"We respectfully but earnestly invoke the attention of the leading men of the State—the men of high social and political

position, whose influence has much to do with the shaping of public affairs—to the present condition of free public education in Louisiana. We venture to assert that, outside of Orleans, there is not, in any parish of the State, sufficient school accommodation to meet either the necessities or the desires of the people; and, further, that where there are schools, they are kept open for a few months only, with teachers who are employed for temporary service only, and at salaries entirely too low for the character of the work to be done. It would be even safe to include the parish of Orleans in these assertions, since it is a notorious fact that our city schools are sorely crippled for want of adequate support, notwithstanding the devotion and faithfulness of the four hundred teachers who stand by their work under circumstances which are exceptionally severe and trying.

“We respectfully submit as an historic fact that the last Legislature practically declared that public education, for this State, was a question of inferior and secondary importance in comparison with other branches of the public service, and that the policy pursued by the Government was one of repression rather than of encouragement. In this policy we believe that a great wrong has been done to the best interests of the people, and their real wishes disregarded.”

TEXAS.

The State has lost the valuable services of Hon. O. N. Hollingsworth. His successor is showing an intelligent and patriotic activity in building up the free schools. Thirty-one Institutes for white teachers and eleven for colored, of four weeks' session each, have been held, and for their maintenance the Legislature appropriated \$6,000. Several schools have been aided, and it has been difficult to discriminate, where the applications have been so numerous, and almost equally meritorious. A liberal citizen of Galveston, Mr. George Ball, has given \$50,000 for the erection of a free public-school building in the city.

The Sam Houston Normal Institute, under the able and wise management of Dr. J. Baldwin, grows in usefulness and popularity. During four years the attendance has increased from 110 to 190, and the number of graduates from 37 to 77. Besides the annual appropriation, the Legislature gave \$3,000 for apparatus and \$2,000 for a library. "The course of study has been extended to three years, and the Board of Education has so changed the rule as to permit students to attend two years at the expense of the State. This you have repeatedly urged, and it will prove of immense advantage. . . . Texas will move rapidly to the front as an educational State. The constitutional amendments fix the policy of sustaining all the public schools six months, besides giving the privilege of extending the time by local taxation. In the name of the people of Texas I thank you, and, through you, the Trustees of the Peabody Education Fund, for the great work you have done to promote the cause of popular education in Texas and in the South."

Distribution of Income of the Fund since October 1, 1882.

ALABAMA.

Normal Schools	\$3,000.00
Public Schools	1,000.00
Educational Journal	100.00
Nashville Scholarships	1,675.00
	<hr/>
	\$5,775.00

ARKANSAS.

Public Schools	\$1,600.00
Teachers' Institutes	1,200.00
Nashville Scholarships	1,250.00
	<hr/>
	\$4,050.00

FLORIDA.

Public Schools	\$1,150.00
Teachers' Institutes	775.00
Nashville Scholarships	1,000.00
	<hr/>
	\$2,925.00

GEORGIA.

Public Schools	\$1,000.00
Atlanta University	500.00
Institutes	2,000.00
Nashville Scholarships	2,400.00
	<hr/>
	\$5,900.00

LOUISIANA.

Public Schools	\$1,000.00
Educational Journal	100.00
Nashville Scholarships	1,025.00
	<hr/>
	\$2,125.00

MISSISSIPPI.

Public Schools	\$1,000.00
Teachers' Institutes	1,000.00
Nashville Scholarships	2,400.00
	<hr/>
	\$4,400.00

NORTH CAROLINA.

Public Schools	\$4,650.00
Teachers' Institutes	1,400.00
Educational Journal	100.00
Nashville Scholarships	2,200.00
	<hr/>
	\$8,350.00

SOUTH CAROLINA.

Public Schools	\$2,000.00
Teachers' Institutes	825.00
Nashville Scholarships	1,400.00
	<hr/>
	\$4,225.00

TENNESSEE.

Normal College	\$9,000.00
Public Schools	2,200.00
Teachers' Institutes	1,200.00
Nashville Scholarships	200.00
	<hr/>
	\$12,600.00

TEXAS.

Public Schools	\$3,300.00
Teachers' Institutes	1,200.00
Sam Houston Normal Institute	7,300.00
Nashville Scholarships	1,800.00
	<hr/>
	\$13,600.00

VIRGINIA.

Hampton Normal Institute	\$500.00
Teachers' Institutes	1,525.00
Nashville Scholarships	2,000.00
Educational Journal	100.00
	<hr/>
	\$4,125.00

WEST VIRGINIA.

Normal Schools	\$1,000.00
Teachers' Institutes	1,500.00
Educational Journal	100.00
Nashville Scholarships	500.00
	<hr/>
	\$3,100.00

Total \$71,175.00

done

J. L. M. CURRY,
General Agent.

RICHMOND, VA., Oct. 2, 1883.

Bishop WHIPPLE expressed his gratification at the able Report of our General Agent, and desired to bear testimony from his knowledge to the ability with which he has carried on the work so well commenced by Dr. SEARS. He moved that the usual number of copies be printed, with such additional copies as the President may think desirable. ✓

A supplementary report on the accounts of the late Honorable J. L. Denton, and a petition from Professor O. F. Russell, were presented by the General Agent, and ordered on file.

The Treasurer then read his Report.

Voted, That, in pursuance of the vote at the last meeting of the Trustees that the principal, \$9,100, then on deposit in the United States Trust Company of New York, with the balance of principal in bank, \$53.05, be re-invested by the Treasurer,—the action of the Finance Committee in advising him to invest the same in United States four per cents, and his action in investing accordingly \$9,153.05 in \$7,700 United States Registered 4 per cent Consols, 1907, costing net \$9,143.50, leaving a balance uninvested of \$9.55, be and is hereby approved and confirmed.

Voted, That the action of the Finance Committee in instructing the Treasurer to invest in United States securities, of whatever issue the market furnishes at the best rates, and the action of the Treasurer in reinvesting accordingly the \$79,000,—amount of the City of Louisville Bonds (issued to the Louisville and Nashville R. R. Co.), due April 1, 1883, received April 2,—with a cash balance of principal of \$9.55, amounting together to \$79,009.55, in \$66,200 United States Registered 4 per cent Consols,

1907, costing net \$78,977.62, leaving a balance uninvested and deposited in the United States Trust Company of New York of \$31.93, be and is hereby approved and confirmed.

It was

Voted, That a final sum of \$500 be paid to Dr. Stearns, of Nashville, as President of the Normal College, for rent to the completion of his house.

Adjourned to Thursday, at 12 M.

October 4.

The Trustees met agreeably to adjournment.

Present: Mr. WINTHROP, the Chairman, and Messrs. FISH, GRANT, AIKEN, EVARTS, WETMORE, STUART, WAITE, WHIPPLE, JACKSON, LYMAN, HAYES, MANNING, DREXEL, GREEN, and Dr. CURRY, the General Agent.

The following vote of thanks was passed:—

Resolved, That the best thanks of the Board be returned to the Hon. THEODORE LYMAN for his faithful and obliging services as our Secretary for several years past, during the repeated absences of Mr. RUSSELL.

The old officers of the Board were re-elected.

The Committees were appointed as follows:—

Executive Committee: Hon. WILLIAM AIKEN, Hon. WILLIAM M. EVARTS, Hon. A. H. H. STUART, Hon. HENRY R. JACKSON, Hon. THOMAS C. MANNING, with the Chairman, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, Hon. HAMILTON FISH, Chief Justice M. R. WAITE, Colonel T. LYMAN, ANTHONY J. DREXEL, Esq., with the Treasurer, *ex officio*.

Chief Justice WAITE offered the following Report, which was accepted:—

The Committee to which was referred the memorial of Bishop Dudley and many other distinguished citizens of Louisville, Ky., asking this Board to include the State of Kentucky in its field of operations, and to assist in creating a popular sentiment there in favor of the encouragement and support of public schools, have had the subject under consideration, and recommend the adoption of the following resolution:—

Resolved, That this Board will cordially unite with the people of Kentucky in any efforts that may be made to create an interest in favor of education by means of public schools, and the General Agent is requested, if an opportunity should be afforded him, to address the Legislature on the subject, and to do what else he can to direct attention to the importance of making ample provision for the permanent establishment and maintenance of such a system of schools in the State.

General GRANT submitted the following resolution, which was adopted:—

The Peabody Trustees desire to place on record their loss in the death of their associate, General BARNES, late Surgeon-General of the United States Army. In his long service as a member and executive of the Medical Department of the army, he won a high position in his profession. He received honors at home and abroad, and his memory will be held in grateful recollection for his wise plans to ameliorate human suffering. His associates in the army

have given to the world the record of his brilliant and faithful services. We shall remember him as the courteous Christian gentleman, and for his deep interest and hearty co-operation in the administration of this trust. We tender to his bereaved family our heartfelt sympathy in their deep affliction.

U. S. GRANT.
ALEX. H. H. STUART.
H. B. WHIPPLE.

It was

Voted, That a copy of this resolution be sent to the family of the late General BARNES.

The Auditing Committee presented their Report, as follows:—

The Committee to whom were referred the account of the General Agent, and the report of the Treasurer to June 30, 1883, find that the General Agent's account is properly vouched, and that the sums received correspond to those paid by the Treasurer, and that there are vouchers for all payments charged by the Treasurer; and there remained in his hands, on deposit in the Bank of America, \$9,959.96.

Respectfully submitted,

A. J. DREXEL.
THEODORE LYMAN.

The Hon. Mr. STUART nominated the Hon. JAMES D. PORTER, of Tennessee, as the successor of the late General BARNES in this Board, which was seconded by General GRANT, and he was unanimously chosen.

Mr. STUART also made the following report on the Memorial to Congress:—

The Committee recommend that the Petition which was presented to the Senate and House of Representatives by a Committee of this Board, in behalf of education in the South, shall be renewed.

A. H. H. STUART.
WILLIAM AIKEN.
H. B. WHIPPLE.

The report was accepted, and it was

Resolved, That our General Agent be requested, on behalf of this Board, to take charge of the same, and see that it is properly presented to the two Houses of Congress at as early a day as may be practicable.

Resolved, That a sufficient number of copies of the petition be printed, to enable the General Agent to deliver to each member of Congress a copy of the same, and also to furnish to each member of this Board twenty copies for distribution.

A report on the subject of the defaulted bonds of Mississippi and Florida was referred to the next meeting.

Adjourned to the first Wednesday in October, 1884, or subject to the call of the Chairman.

SAMUEL A. GREEN,
Secretary.

Statement of Securities held by "The Trustees of the Peabody Education Fund,"
October 1, 1883.

DESCRIPTION OF SECURITIES.	RATE OF INT.	DUE.	PAR OF SECURI- TIES.	PRINCIPAL	
U. S. 6 per cent. Currency Bonds, Registered	6	. . . .	\$82,000	\$93,619.39	
U. S. 4 per cent. Consols, 1907, Registered	4	. . . .	461,700	470,540.29	
U. S. 4 per cent. Consols, 1907, Registered	4	. . . .	109,100	122,291.06	
U. S. 4 per cent. Consols, 1907, Registered	4	. . . .	54,900	64,060.87	
U. S. 4 per cent. Consols, 1907, Registered	4	. . . .	651,400	761,518.38	
U. S. 4 per cent. Consols, 1907, Registered	4	. . . .	7,700	9,143.50	
U. S. 4 per cent. Consols, 1907, Registered	4	. . . .	66,200	78,977.62	
			1,433,000	1,600,151.11	
City of Pittsburg 4 per cent. Bonds . . .	4	1 Jan., 1913	30,000	30,000.00	
City of Pittsburg 5 per cent. Bonds . . .	5	1 " "	8,000	8,000.00	
City of Mobile Bonds*	Various.	1 Jan., 1906	36,000	35,975.22	
State of Alabama Bonds	Various.	1906	79,200	79,200.00	
Second Mortgage Bonds Syracuse, Bingham- ton, and New York R. R. Co.	7	1 June, 1887	98,000	98,000.00	
			1,684,200	1,851,326.33	
United States Trust Company of New York. Cash on deposit . . . . .	. .	. . . .		31.93	
Loss on U. S. 5-20's, 1865, \$221,100; Reg- istered Bonds "called in" . . . . .	. .	\$5,262.73			
Loss on U. S. 5-20's, 1865, \$359,500; Regis- tered Bonds "called in" . . . . .	. .	10,847.51			
Loss on U. S. 10-40's, \$468,200; Registered Bonds "called in," and sold . . . . .	. .	29,923.41			
Loss on U. S. 6's, 1881, \$63,000; Regis- tered Bonds "called," and sold . . . . .	. .	5,476.58			
Loss on U. S. 5's, Funded Loan, 1881, continued, \$744,000; sold . . . . .	. .	41,559.85			
Loss on State of Louisiana Bonds exchanged and funded; Principal, \$19,000, @ 60 per cent. = \$11,400 . . . \$7,600.00					
Less by Interest funded and now held as Principal	470.97	7,129.03			
Loss on City of Mobile Bonds exchanged and funded; Prin- cipal, \$34,300 @ 75 per cent. = \$25,725	\$8,575.00				
Less by Interest funded and now held as Principal	4,525.45	4,049.55			
Loss on Consolidated Associa- tion Planters of Louisiana Bonds exchanged for and funded into State of Louisi- ana Consolidated 7 per cent. Bonds; Principal, \$69,600 @ 60 per cent. = \$41,760 . . . \$27,840.00					
Less by Interest funded and now held as Principal	3,132.00	24,708.00			
Loss on State of Louisiana Con- solidated 7 per cent. Bonds and Certificate, \$56,792, sold . . . . .	. .	30,297.35			
Loss on City of New Orleans 6 per cent. Bonds, \$10,000, sold . . . . .	. .	900.00			
		160,154.01			
Less by Interest on City of Mo- bile 6 per cent. Bonds funded into new Bonds City of Mobile, due 1906	\$5,700.00				
Cash applied from in- come to make up new Bond	24.77	\$5,724.77			
By Gain on sale of Supplemen- tary Assented Union Trust Company of New York Cer- tificates for the Columbus, Chicago, and Indiana Central Railway Company Consoli- dated First Mortgage Bonds	5,187.50	11,512.27		148,641.74	2,000,000.00

* Of the City of Mobile Bonds, two of \$500 each, making \$1,000, have been drawn for payment at par.
Inactive. — 464 State of Mississippi (Planters' Bank) 6 per cent Bonds. \$1,000 each.
143 Florida 6 per cent. Bonds, of which 21 Bonds are for \$1,000 each, and 122 Bonds are
for \$1,000, or £225 each.

Statement of Changes in Securities since October 1, 1881.

The City of New Orleans 6 per cent Bonds, due 1st July, 1892, were sold (1882), and the proceeds, placed on deposit in the United States Trust Company of New York, were subsequently withdrawn and re-invested as follows:—		
\$10,000 per valuation (as originally given)		\$10,000.00
\$10,000 Bonds were sold @ 91½ (past due coupons included) \$9,112.50		
Commission paid 12.50		
Proceeds	\$9,100.00	
Showing a loss of	900.00	10,000.00
The Proceeds of the above Bonds	9,100.00	
And Balance of Principal, Cash	53.05	9,153.05
Were re-invested in U. S. 4 per cent Consols, 1907, Registered, as follows:—		
\$7,700 @ 118½ \$9,143.75		
Commission paid 4.81	9,148.56	
Deduct Accrued Interest on Bonds (included in price) .	5.06	
Cost of Bonds	9,143.50	
Balance of Principal, Cash	9.55	9,153.05
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The City of Louisville Bonds (issued to Louisville and Nashville R. R. Co.) became due April 1, 1883	79,000.00	
Which amount, with Balance of Principal, Cash	9.55	79,009.55
Was re-invested as follows:—		
U. S. 4 per cent Consols, 1907, Registered, \$66,200 @ 119½ \$78,943.50		
Commission paid 41.37	78,984.87	
Deduct Accrued Interest on Bonds (included in price) .	7.25	
Cost of Bonds	78,977.62	
Balance of Principal in the United States Trust Company of New York	31.93	79,009.55

TWENTY-THIRD MEETING OF THE TRUSTEES.

NEW YORK, Oct. 1, 1884.

THE Trustees met at the Fifth Avenue Hotel, in New York, October 1, at 12 M.

There were present: Mr. WINTHROP, the Chairman, and Messrs. FISH, GRANT, AIKEN, EVARTS, WAITE, JACKSON, LYMAN, HAYES, MANNING, DREXEL, GREEN, PORTER, and the General Agent, Dr. CURRY.

Mr. WINTHROP, the Chairman, addressed the Board as follows:—

I SHALL detain you, Gentlemen, but a few minutes from the Reports of our Treasurer and General Agent, which are the main subjects of concern at these Annual Meetings. Indeed, the uncertainty, almost to the last moment, whether I should be able to be with you to-day, owing to the state of my health, would be a sufficient apology for my omitting any formal Address, if any apology were needed.

We miss our venerable associate, Bishop WHIPPLE, this morning, both personally and officially ; but we have no fear that such a work as we are engaged in will be deprived of the blessing of God, though the Bishop is not here to invoke it as usual. He wrote to me on the 4th of August as follows : " Mrs. Whipple and myself have been much broken by sickness and sorrow. A friend has offered to give us a passage from New York to Liverpool and back. I believe I shall try to go, and sail from New York on September 20. Is there any very especial business at

our Peabody meeting which would prevent my going? I am an old-fashioned man in my ideas of Trusts."

I could not hesitate a moment to advise him to go, and to assure him that you would all unite with me in excusing his absence, and in wishing him a pleasant excursion and a safe return.

Our Treasurer, Mr. WETMORE, wrote me, also, on the 8th of September, from Newport, that he was not strong enough to come on to New York and return there again, as he would be obliged to do, and that his Report and vouchers would be handed to me, as they have been, by Mr. J. L. Thompson.

Mr. STUART of Virginia, too, writes me on the 29th ult., that he "is so debilitated by the present extraordinary spell of hot and dry weather that he is unable to encounter the fatigue of the journey from Staunton to New York; and that for the first time during the twelve years of his connection with the Peabody Board, he is obliged to ask to be excused from attending its Annual Meeting."

With these exceptions, all our members are present, making four more than are necessary for a Quorum.

I was earnestly in hopes, until the adjournment of Congress in July, that I might be privileged to congratulate you, at this meeting, on the success of our repeated appeals in behalf of Government Aid for the education of the colored children of the Southern States. The Bill which passed the Senate, known as the Blair Bill, — though not exactly what we had asked for, or altogether what we could perhaps have desired in some of its details, — gave welcome encouragement that something would at last be accomplished for this greatest of all our national needs and obligations. I trust that we shall continue to press the subject on the attention of Congress at every Session, by the presentation again and again of the admirable Memorial of our Board, which first awakened an interest

in this vital question ; and that another Session, after the hurly-burly of politics has subsided, may find more leisure and more willingness for a favorable action upon it, on the part of the Representatives of the People.

I was not without hopes, also, Gentlemen, that some favorable responses might have been received ere this from the delinquent States which have so long delayed to recognize their indebtedness to our Trust Fund. Perhaps we may hear some report on the subject, at a later stage of our proceedings, from our associate, General JACKSON, to whom the Memorial to the Legislature of Florida was specially committed at our last meeting.

I will not enter again upon this vexatious question to-day, but I may mention, in passing from the topic, that an interesting letter, from a gentleman of intelligence and influence in Mississippi, reached me a few months ago, suggesting that the bonds of that State in our possession should be specifically set apart for the Mississippi schools, and expressing a confidence that such a course might even now secure a payment of the interest upon them. I replied that this idea had been considered and discussed by the Trustees heretofore, but had not thus far met their approval.

Meantime our devoted General Agent will assure us, — in his excellent Report which I have had the privilege of reading, — not merely that our own special work is going along satisfactorily and successfully to the full extent which our income will allow, but that the moral influence of our efforts, and the personal aid which he has been able to supply, by advice, counsel, and appeal, are accomplishing results far beyond the measure of our pecuniary resources.

Let me only add that I have just received from Dr. STEARNS an encouraging account of our great Normal College at Nashville, over which he presides, and I will read that letter to the Board after we have listened to the

Annual Report of Dr. CURRY. Our new associate, Ex-Governor PORTER of Tennessee, whom we are all glad to welcome here to-day, will then be able to answer any inquiries about that Institution to which Dr. STEARNS's letter may give occasion.

The General Agent, Dr. CURRY, then read his Report, as follows:—

REPORT OF HON. J. L. M. CURRY, GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

GENTLEMEN,—The States which comprise the field of the operations of the Fund gradually increase in their material resources. With advancing prosperity come corresponding ability and inclination to foster general education. With increased taxable property school revenues increase. The Fund is interested in the development of wealth, as the establishment, maintenance, and improvement of free schools are affected thereby. With the excellent models which are before us to be copied and adapted to local and exceptional conditions, we have a right to expect wiser measures and higher ideals. The first work of the Fund was to aid in the establishment of public-school systems. That being unalterably accomplished, the obvious duty now is to look to the character of the schools, and so to direct your helpful appropriations as to co-operate most efficiently in making them better. It is gratifying that the public sentiment, having been won to the favor of free schools, is now logically directed to their elevation, which is, of course, to be wrought through the agency of better teaching.

The following detailed account of school work in the different States will justify the Trustees in the continuance of hopeful labors.

WEST VIRGINIA.

The school system grows in efficiency and popularity. During the year fifty-four County and District Institutes and a State Educational Association were held. The success of these agencies was largely due to the excellent judgment and untiring zeal of Superintendent Butcher.

VIRGINIA.

Hampton Normal and Agricultural Institute, under the administration of its accomplished President, is almost an anomaly in educational work. Its success has been extraordinary. The Sixteenth Annual Report shows an enrolment of six hundred and fifty-four students, of the average age of eighteen years, representing ten States and four Territories. "The record of Hampton's graduates is the test of Hampton's success." They largely engage in teaching, and do such satisfactory work that the applications for teachers exceed the supply. An important change in the course of study is to be tried. Hereafter each class will be sent out for one year of teaching, or other practical work. It is thought that, after a year of real life work, the student will come back with valuable experience and a new purpose. Hampton has three industrial departments, — the Household, the Agricultural, the Mechanical, — and the result is "proving that industrial training tends, on the whole and in the long run, not against, but to favor, mental progress."

The Normal and Collegiate Institute at Petersburg — the instructors of which are colored — is well sustained by the State, and closed a year of good work. The Legislature authorized a State Normal School for Girls, which has been located at Farmville. Litigation embarrassed and delayed the action of the Trustees. The difficulties

being removed, the School will soon be opened under the headship of Hon. W. H. Ruffner.

A convention of County Superintendents and four Teachers' Institutes have been valuable agencies in stimulating and directing educational energies. "One thousand and twenty-eight teachers attended the Institutes, — nearly double the number enrolled any single year before."

The Superintendent, Hon. R. R. Farr, in a full and interesting Report of Institute work, says: "Were you to withdraw your *material* help, this great and indispensable work would have to cease. . . . When you reflect that, by the last Report, we had 2,338 white male teachers, 2,309 white female teachers, 742 colored male teachers, and 517 colored female teachers, and compare these with the number who attended the Institutes, you will see my excuse for importuning you to come to the rescue of the teachers of Virginia. . . . I am much gratified at the success of the Peabody work in this State. . . . Resolutions were adopted at each Institute thanking you and the Peabody Trustees for the interest manifested in the welfare of the teachers of Virginia. . . . I desire to tender you my warm personal thanks for the interest you have always manifested in Institute work in this State, and, if it be not inappropriate, to express through you to the Trustees of the Peabody Fund my deep appreciation of the work they have done for the great cause of public education in Virginia."

NORTH CAROLINA.

In 1883, \$621,295.46 were expended for school purposes. The people are becoming more alive to the advantages of good schools, and are demanding better houses and better teachers.

Under the energetic efforts of Professor Tomlinson a graded school has been opened in Winston. A new build-

ing, well furnished, capable of seating seven hundred pupils, has been provided, at a cost of \$25,000. In Charlotte, eight hundred and eighteen pupils attended the white school, and six hundred and sixteen the colored. Thirty teachers were employed. The strong hold which the schools have on the confidence of the people is largely due to the efficiency of the Superintendent, T. I. Mitchell. Five State Normal Schools were held during the summer at Elizabeth City, Wilson, Chapel Hill, Newton, and Franklin. During 1881, 1882, and 1883, one hundred and seventy-eight Teachers' Institutes were held in ninety counties, and in these 3,224 white and 1,168 colored teachers had their usefulness greatly enlarged.

SOUTH CAROLINA.

Hon. A. Coward, State Superintendent of Education, says :—

“The work participated in by the Peabody Fund in this State has given evidence of highly satisfactory results.

“1. The State Normal Institute for Colored Teachers was held in Orangeburg, S. C., from the 2d of July to the 29th of the same month. A full Faculty of experienced teachers was provided, and good work was done in every department. I regret to state, however, that the average attendance was very small, in consequence mainly, I think, of the general scarcity of money, resulting from the crop failure of 1883. The Institute for white teachers was in session in Spartanburg from the 15th of July to the 14th of August. The attendance was very gratifying, over two hundred *bona fide* students having been enrolled, of which about eighty per cent were active teachers in the public or private schools. The earnestness and enthusiasm on the part of the Faculty and students, and the lively interest awakened in the community, observable throughout the session, show plainly the valuable work

these Institutes are doing in lifting our people to a higher educational plane.

"2. The graded schools of Columbia have proved a splendid success ; this success has awakened a decided interest in several other towns of the State, and stimulated a desire to achieve similar results.

"3. The catalogue of Claflin will show the work done in the Normal Department of that College during the past year. The Claflin graduates rank high as teachers wherever they are employed. The instruction they receive is thorough.

"4. The Beaufort School needs all the assistance and encouragement that can be bestowed upon it. The white people of that town, like those of Georgetown and Mount Pleasant, have peculiar difficulties to meet, which entitle them to the sympathies of all white people. They get back for the benefit of their children but a small portion of the heavy taxes they pay upon their depreciated property ; and they find their school facilities, in spite of their sacrifices, far inferior to those of the colored people, who are still largely aided by Northern religious societies.

"Pardon the liberty I take in making a suggestion. I know that the declared policy of the Board is to concentrate its funds upon the improvement of teachers, and I know that the policy is a wise one ; but, at the same time, I feel sure that the aim of the Board is to do the greatest amount of good. So far as this State is concerned, I am persuaded that something more in the way of direct stimulation is necessary. The manner in which the public-school system was inaugurated in this State, the crushing disasters of the war, the great disproportion of colored non-tax-paying population, the slow process of uprooting customs and prejudices of centuries of growth, all conspire to surround our efforts with great and peculiar difficulties. Notwithstanding these, it must be admitted that our people

have not been backward in showing a disposition to help themselves. But their own unaided efforts can evolve results but slowly. There are several points in the State where extraneous aid could be so used as to strengthen the school system, and hasten very materially a healthy and stable educational sentiment."

GEORGIA.

Institutes were held, each for four weeks, at Norcross, Macon, and Dalton. The School Commissioner attended, and gave instruction in the educational provisions of the Constitution, and in the school laws of the State.

Dr. Orr says : —

"Taking all the Institutes together, I must consider the success as reasonably good. The effect on those present was very fine. I feel sure that great good was done.

"The Institutes which you provide for are intended to be *State*, not local Institutes. You wish them to be of a high character, furnishing the highest example of Institutes,—such as would be models for the local Institutes which it is expected will follow under State auspices. In order to make them such, it will be well hereafter to provide for a more extended curriculum, including the common branches of an English education, to which we have hitherto confined our attention, and something beyond ; so as to offer larger inducements for the attendance of a higher grade of teachers, without discouraging the attendance of those of a lower grade. This change would add greatly to the usefulness, the interest, and the success.

"It is very difficult so to arrange as to secure a large local attendance of the common-school teachers. July and August are the only months in which the services of our city teachers, as Institute instructors, can be procured, and they are the only class of teachers who have experience

in such work. During these months our common schools are generally in operation. You will thus see that these conditions make it difficult to reach, in large numbers, the teachers of the country common schools, who stand most in need of instruction."

FLORIDA.

The new Superintendent of Public Instruction, Hon. Albert J. Russell, says :—

"I have held Teachers' Institutes in five counties: at each of these Institutes many teachers of adjacent counties were present and participated in the work. The special design has been to teach how to teach. I have labored to impress the teachers with the necessity of being absolutely thorough with their pupils from the primary to the intermediate points, assuring them that this constituted by far the greater field of their work.

"I have also arranged for Institutes in six counties during September, November, and December.

"On the 1st of July I opened at Gainesville a Normal School for Colored Teachers, at which all teachers of color from the eastern side of the State could attend; and on the 1st of August, a similar School at Tallahassee for the west side of the State. These Schools were in session for two months each. I employed a corps of competent teachers to instruct these Schools, who change from one to the other as we think best; and also work with me in the Institute work.

"We have yet to see manifested any want of interest on the part of attending teachers, or the people in whose midst these Institutes have been held; on the contrary, an enthusiastic reception has been given us by the people, and a most earnest interest exhibited by the teachers. The people also are now more interested in the cause of public schools than ever before."

ALABAMA

is taking the lead of other Southern States in establishing and maintaining Normal Schools, having three for white and three for colored teachers. Three of these were aided by the Fund. The Tuskegee Normal School was established in 1881, and had an appropriation of \$2,000. The last Legislature raised the amount to \$3,000. The third session closed with eleven teachers and one hundred and seventy-two students. Under the efficient management of Principal Washington, the industrial feature has been successful. The industries are farming, brick-making, carpentry, printing, and, for girls, housekeeping and sewing. The Florence Normal School closed in June its most prosperous session. In the opinion of the Superintendent of Education the withdrawal of your aid "would operate as a serious embarrassment."

MISSISSIPPI.

The last Legislature made no change in the school law. An act was passed to "establish an Industrial Institute, and a College for the Education of White Girls in the Arts and Sciences." Among other things contemplated by the law is "thorough normal education." Twenty thousand dollars were appropriated for the Institute. It has been located at Columbus, that city having offered buildings, already erected, and \$50,000 in bonds at par.

General J. A. Smith, the Superintendent, writes: "The Institutes are attracting unusual interest this year. Not only is the attendance of teachers greater, but the people generally are taking a livelier interest in them than at any previous time. In fact, there is just now, on a small scale, an educational revival in Mississippi; and I attribute it in no small degree to Institute work through the agency of the Peabody Fund."

TENNESSEE.

The energetic Superintendent, Hon. Thomas H. Paine, reports for 1883 a school population of 561,496, 6,111 public schools, 6,733 teachers, an enrolment of 324,786 pupils, and a school revenue of \$945,515.43. "Active opposition to the system has almost ceased, and universal recognition of the fact that the State should maintain a uniform system of public schools is nearly assured. . . . By our statistical tables it is shown that the cost of tuition per pupil per month in private schools is one dollar and a half, while the cost of tuition per pupil per month in the public schools is seventy-three cents, thus making a difference of seventy-seven cents per pupil per month in favor of public schools. Taking into account the number of pupils enrolled in the schools of ninety counties of the State (324,786), this is a saving in these ninety counties of \$250,085.22 per month, or \$1,250,426.10 for a term of five months. These figures clearly indicate the economy involved in our public schools. All persons familiar with the cost of tuition in private schools must admit that the above average of one dollar and a half per pupil per month is a low estimate. . . . Eight Institutes, supported by the Peabody Fund, were held in June and July, — five for white teachers and three for colored. In these, some of our ablest teachers were employed. Nearly all were attended by myself. I am gratified to inform you that much interest was manifested both by teachers and citizens; and I am confident great good will result to the cause of popular education in Tennessee. The total number of white teachers enrolled was near one thousand. The number of colored teachers was not so large in proportion; but the interest was good. Most of the Institutes were aided by local authorities."

NASHVILLE NORMAL COLLEGE.

"This institution, which is now supported by the liberal appropriation from the State treasury of \$10,000 per annum, and by a contribution from the Peabody Education Fund of \$9,000 per annum, being the only State institution for the professional training of teachers, is deserving of the highest encouragement and the closest scrutiny on the part of the people." During the year there were some internal troubles requiring firm discipline ; but the session on the whole was successful, and closed pleasantly. The Ewing Gymnasium, with appropriate apparatus, has been opened for the students. The eighth annual Commencement was attended by a large number of persons. There were thirty-seven graduates. Silver medals of our Board, awarded by the Governor, the Superintendent of Education, and Chancellor Stearns, were publicly presented to Miss Linda Paul, Miss Mary B. Bacon, and Mr. John A. Graham.

LOUISIANA.

Hon. Warren Easton succeeds Hon. E. H. Fay as Superintendent. The Report of the latter shows some progress in the educational work ; but the results are far from being proportionate to the needs. During the year 1883, the State apportionments amounted to \$73,958.44. The country parishes reported an expenditure of \$178,961.89. The "rough usage to which the public schools in New Orleans have been subjected during the last ten years" has had a deleterious effect. "The financial policy, with regard to the schools, has been one of contraction and depression. The number of schools and teachers has been steadily reduced, and salaries have been cut down. . . . For 1884, nearly three thousand children less in public schools than during the first six months of 1883."

The School Directors, in an earnest appeal to the City Council, say :—

“The cost of maintaining our public schools during an annual session of nine or ten months in an efficient yet economical manner is not less than \$275,000. You are doubtless aware that the funds for the support of the city schools are derived from three sources : (1.) the parish poll-tax ; (2.) the city's share of the current school-fund of the State ; and (3.) the annual appropriation by the Common Council of the city. During the past three years there has been a decrease in the amount received from the poll-tax, while the State fund, under the provisions of the Constitution and the action of the last Legislature, has become so small as to be of little practical use to free public education in this city. For 1881 the receipts from the poll-tax to date have been \$13,392.76 ; for 1882, \$9,840.42 ; for 1883, \$4,645.10. The receipts from the State fund for 1880 were \$32,607.64, while under the enactments of the last Legislature the receipts for 1882 have been \$7,270, and for 1883 nothing has yet been received.”

The condition of education in the city and the State has awakened such thoughtful concern that prominent citizens of New Orleans have organized an Educational Society to promote public education. This Society has done good in awakening discussion and securing allied organizations in parishes. It seeks to obtain the enactment of laws for levying and collecting local taxes for school purposes, to secure amendments to school laws, and to enforce the collection of school revenues. It presented an able memorial to Congress in behalf of Federal aid. In his annual message the Governor uses this resolute language :—

“It is encouraging to notice the great interest manifested in the public-school system and popular education throughout the State. At no period in the history of the State has there been such outspoken sentiment in favor of the education of the people, the introduction of improved methods in teaching, the employment of educated and trained teachers, and the extension

of the means for elementary education. The people of this State are prepared to approve any legislation that will secure an effective system of free elementary instruction. Compulsory attendance at school should be required, and legislation enacted to enforce it. The attendance of children at school must first be secured, and then the term of instruction should be extended. There should be a resolute and determined effort made to increase the amount of money appropriated for school purposes. Every cent of money not needed for current expenses should be devoted to the maintenance of our public schools."

The Legislature took steps looking to the establishment of a State Normal School, and agreed to pay \$6,000 annually towards its support. The location is to be determined by healthfulness, accessibility, and liberality of the city or town furnishing buildings and other accommodations. The Faculty will be required to hold at least three Teachers' Institutes each year.

ARKANSAS

reports an increase in efficiency of schools and teachers. Twenty-three Institutes for white teachers, and nine for colored, were held and conducted by carefully selected instructors, who were regarded as experts in their work. The greater part of the State was brought under their influence. "Before there is any permanent improvement in our schools, there must be a demand on the part of the people for better teachers. This, I think, will be the result of this year's work."

TEXAS.

In the organization of this State, and in every subsequent Constitution, it has been declared that a liberal system of education should be established. The public lands dedicated to school and university purposes, promise, if well managed, a sufficient sum for primary and higher

education. The public schools have an invested fund of about five and a half millions of dollars, and own about thirty-three millions of acres of land, of the estimated value of seventy-five millions of dollars. To this must be added four leagues of land granted by the State to each county. Texas levies an *ad valorem* tax for public schools of twelve and a half cents on the hundred dollars' worth of taxable property. The State has thus provided a princely revenue for public education. Beyond the appropriations for Institutes, the Sam Houston Normal and Nashville scholarships, no aid has been given by us, although the applications in behalf of schools have been numerous and urgent.

The last Legislature made some valuable changes in the school law. The office of State Superintendent was created, school districts with well-defined lines were authorized, and the inhabitants were empowered to levy local taxes for the maintenance and improvement of the schools. Salaries of teachers were increased. It is to be regretted that provision was not made for efficient local supervision. ✓

Thirty-one Institutes for white teachers and eleven for colored were held. These continued in session four weeks, and the law makes it the duty of teachers to attend. Nearly nineteen hundred were present. At these Institutes examinations are held for teachers, and the certificates are valid for two years.

At Prairie View is a Normal School for the training of colored teachers. At Huntsville is the Sam Houston Normal Institute, which the Superintendent says is "the most valued ally of the public schools." The State makes to it an annual gift of twenty thousand dollars. "The results have been more satisfactory than for any previous year. Two hundred students represented every section of the State. All admitted are pledged to teach in the public schools." The Peabody Education Fund must ever feel a

paternal interest in this efficient college. It had its genesis in the wise and fruitful brain of the first General Agent, and since its birth has had uninterrupted and generous support from the Trustees. Dr. Baldwin, the Principal, says: "The labors of the General Agent and contributions from the Fund have been of inestimable value, not only in building up the Normal School, but also in establishing Normal Institutes and Public Schools in Texas."

The foregoing statements, drawn largely from the Reports cheerfully furnished by the State Superintendents, show gratifying progress, especially in the line of educational work, to which the Fund is now mainly and wisely confined. It will have been observed that Normal Schools and Teachers' Institutes have increased in number and efficiency. Both agencies are comparatively new and untried, and the teachers are, in some cases, necessarily inexperienced. The Institutes show a larger attendance, improving instruction, more of popular interest, and more general recognition by the States of the value of these educational agencies, and of their claim upon the treasury for support. Very largely, these Institutes have been sustained by grants made by you. It may be a question whether the policy applied to schools, of helping only those communities which help themselves, may not be applied to States in reference to Institutes.

In Normal Schools the improvement is marked; but more professional work is needed. The line of separation between ordinary school instruction and special instruction for teachers, with practice as such, should be more distinct.

The National Educational Association and the National Council of Education, which met in July at Madison, Wisconsin, gave much time and thought to the collection and investigation of mental phenomena as bearing on teaching,

and to a discussion of the underlying principles of education. Education may properly deserve to be called "new" and improved only so far as the (science) may be the result of hypotheses tested and proved by the carefully observed facts of child nature and the phenomena of mental growth.

The Association was an era in our country's history. Numerically, it was the greatest educational meeting that ever gathered on the continent. Representatives were present from every State and Territory. The papers and discussions were broad, comprehensive, able. The exhibition in the Kindergarten, Art, and Industrial departments left hardly anything to be desired. Such an assemblage of men and women, connected with education from Primary and Kindergarten to University, was a demonstration that, despite admitted imperfections, the United States, in the methods and scope of education, will soon be the equal of any country in the world.

In compliance with the instruction of the Trustees, I had the Petition and Memorial of the Trustees, asking national aid for relief of illiteracy, presented to the Senate and House of Representatives, and a copy furnished to each member of Congress. In the very able discussion in the Senate on the "Blair Bill," it may be safely affirmed that no authority as to desirableness and constitutionality of national aid was referred to with more respect and deference. By invitation of the House Committee on Education and Labor, I appeared before them and other members, and had the honor of enforcing, as best I could, the Petition of the Trustees. As your body had from the first taken an earnest and influential part in the discussion of this paramount national measure, I felt authorized, as your Agent, to prepare and present a pointed letter to the Representatives from the Southern States, appealing to them to secure precedence and success for the Bill, which

passed the Senate. Additional information and reflection only serve to make more imperative this measure of safety to the Republic. A scholarly and patriotic citizen of South Carolina, in a letter to me, says : " In this community, and all over the State, the taxes of the white people cannot be made to suffice for the education of both white and colored ; with the utmost good will, the resources are deficient. Nothing but national aid can solve the problem, and without it there is great danger that the effort may be abandoned in despair." Your Agent may be pardoned a suggestion, that the Trustees, being so near success, will follow a measure with which they are so honorably and prominently identified to its maturing into a law. When this great scheme of justice and deliverance shall be consummated, it will be fitting that its earliest and ablest friends shall be participants in the honor and joy of the victory.

In response to a memorial of citizens of Kentucky, your General Agent was requested to do what he could in aiding in the creation of a popular sentiment in favor of ample provision for the support of public schools in that State. The General Assembly extended to me an invitation to visit and address them. This invitation was gladly accepted, and I was received with genuine cordiality and favor. A prominent educational journal says : —

" There is great hope for the South when one can read in the morning papers this sentence in the report of the proceedings of the Kentucky Legislature : ' The school bill passed by a vote of fifty-three yeas to thirty-two nays, amid great cheers all over the house.' The bill increases the school fund more than two hundred thousand dollars ; gives counties power to levy a local tax for the whole county ; abolishes the district idea, and makes the county the unit ; provides for county superintendents, instead of commissioners ; makes trustees finable for failure to provide a suitable schoolhouse ; makes the school month twenty

days; forbids a change in text-books more than once in five years; and provides for model teachers' institutes. State Superintendent Pickett has labored indefatigably in behalf of the new law, and has accomplished a truly Herculean task."

Since your last meeting, besides numerous addresses before Institutes and educational meetings, I have had the honor, by special invitation, to address the Legislatures of Louisiana, Mississippi, and Virginia. These extraordinary privileges and opportunities have been accorded to me solely as your representative. Mr. Peabody and the Trustees who administer his gift are held in grateful esteem and profound reverence by the people of the Southern States, and to be the General Agent for the administration of the Fund is everywhere an open door to the confidence of the people and to large opportunities for usefulness. That I may not be unworthy of such honor and opportunities has been a stimulus to much toil.

Distribution of Income of the Fund since October 1, 1883.

ALABAMA.

Scholarships	\$2,000.00
Institutes	100.00
Normal Schools	2,900.00
	<hr/>
	\$5,000.00

ARKANSAS.

Scholarships	\$950.00
Institutes	2,000.00
	<hr/>
	\$2,950.00

FLORIDA.

Scholarships	\$1,000.00
Institutes	700.00
Public Schools	400.00
	<hr/>
	\$2,100.00

GEORGIA.

Scholarships	\$2,400.00
Institutes	2,000.00
Public Schools	500.00
	<u>\$4,900.00</u>

LOUISIANA.

Scholarships	\$1,245.00
Institutes	1,300.00
Journal	100.00
	<u>\$2,645.00</u>

MISSISSIPPI.

Scholarships	\$2,250.00
Institutes	1,000.00
Public Schools	400.00
	<u>\$3,650.00</u>

NORTH CAROLINA.

Scholarships	\$2,175.00
Institutes	400.00
Public Schools	3,500.00
	<u>\$6,075.00</u>

SOUTH CAROLINA.

Scholarships	\$1,100.00
Institutes	1,000.00
Public Schools	2,300.00
	<u>\$4,400.00</u>

TENNESSEE.

Normal College	\$9,000.00
Scholarships	2,725.00
Institutes	1,500.00
Public Schools	250.00
	<u>\$13,475.00</u>

TEXAS.

Sam Houston Normal	\$4,000.00
Scholarships	1,250.00
Institutes	500.00
	<u>\$5,750.00</u>

VIRGINIA.

Scholarships	\$1,700.00
Institutes	2,000.00
Hampton Normal	500.00
Farmville Normal	2,000.00
	<hr/>
	\$6,200.00

WEST VIRGINIA.

Scholarships	\$850.00
Institutes	1,332.00
Normal Schools	668.00
	<hr/>
	\$2,850.00

Total \$59,995.00

J. L. M. CURRY,

RICHMOND, VA., Oct. 1, 1884.

General Agent.

During the discussion of the Report, the Chairman read the following letter from President STEARNS : —

LETTER OF PRESIDENT STEARNS.

UNIVERSITY OF NASHVILLE, NORMAL COLLEGE,
Sept. 13, 1884.

HON. ROBERT C. WINTHROP, LL.D., *President of the Trustees of the Peabody Education Fund:*

DEAR SIR, — The very deep interest you have taken, for so many years, in the Normal College at Nashville, leads me to think a brief and informal account of its more recent proceedings and present condition, may not be unacceptable to you, or inappropriate.

You are aware that the last year has been in some respects exceptional, and that, for a time, the peace and harmony which

had so signally prevailed from the organization of the institution were seriously disturbed.

Placed in so trying a position, with such heavy responsibilities upon my hands, I should have been more than human not to have felt deeply annoyed, and very solicitous for the welfare of the College. Still, assured that the right must sooner or later prevail, and encouraged by the sympathy and wise counsels of prominent members of each of the three Boards of Trust interested, and particularly, of your efficient "General Agent," and of the distinguished gentleman from this city recently elected to your Board, I endeavored, and I trust with success, to protect the institution from harm; and have the gratification of assurances from every side, that the effect has been, not only to rally its friends more closely around it, but to seat it more firmly than ever in the confidence and regard of the people.

In spite of these difficulties, the ordinary work of the College was prosecuted through the year, with much less interruption and loss than could have been anticipated, and closed with the annual "Commencement," which was acknowledged the most successful and brilliant in its history.

The last two biennial Legislatures of the State of Tennessee have, as you may remember, appropriated a sum of money in aid of the College, — that for the first two years being \$10,000, annually, of which \$2,500 a year was given to aid the education of "persons of African descent," and a sum nearly as large, for the establishment of "State scholarships," leaving, practically, not much more than \$5,000 a year for the use of the College. The appropriation for the last two years, of which a large sum is yet unexpended, was \$10,000, annually, with no drawbacks. The State scholarships were abolished, and fourteen "Peabody scholarships" were assigned to Tennessee in place of them.

The whole number of "Peabody scholarships" at the College, distributed among the Southern States, is now one hundred and fourteen; and while it cannot be claimed that they are as highly appreciated in every case as they should be, and we may be compelled to admit that some do not hold their sacred obligation to give their respective States the benefit of the advantages received at the College in as high estimation as they should,

these scholarships are proving on the whole of incalculable benefit to the Southern people.

The sums of money derived from the State, added to the appropriations from your Board, have enabled us, in some cases to effect, and in others to put in progress, several much needed improvements. Those which were made previous to the present year have been noticed by Dr. Curry, in his reports to the Peabody Board.

During the past year, by consent of the Trustees of the University of Nashville, of the most of whose property the Normal College is in the enjoyment, and constitutes its principal department, the "Old Faculty House," so called, a large unsightly building rapidly falling into decay, has been removed, except a portion originally designed for a "mess-hall" and offices for a military school, which has been converted into a neat and commodious gymnasium, and furnished with the modern sanitary appliances, under the superintendence of Dr. D. A. Sargent, director of the Hemenway Gymnasium of Harvard University. As it is to be used by both ladies and gentlemen, the exercises of the latter are to be placed under the care of a male director, and of the former under the charge of a mature, accomplished, and educated lady, trained by Dr. Sargent himself, and most unqualifiedly recommended by him.

Very important alterations and improvements are nearly completed in Lindsley Hall, by means of which the College will be put in possession of one of the largest and best appointed working chemical laboratories in the South. Prof. W. C. Day, Ph. D., of Baltimore, Md., formerly a student and fellow of Johns Hopkins University, — where he enjoyed special opportunities for study and practice under the instruction of the distinguished Dr. Ira Remsen, — and recently Professor of Chemistry, etc., in St. John's College, Annapolis, Md., is expected to take the charge of it.

The University buildings are slowly recovering from the ravages of time and the devastations of war, and approaching a fair state of repair. The Campus, although susceptible of a much higher degree of ornamentation, has been greatly improved. Some other minor improvements have been effected, but it will not be necessary to trouble you respecting them.

The College, as an appropriate and efficient institution for the instruction and training of teachers, meets with increasing favor, and testimony is abundant that a diploma or a certificate from its President is an almost sure passport to the best grades of employment.

There are other points which I might properly touch upon, but I fear I may have wearied you already. Enough has been written to show you that the Normal College, in spite of all obstacles, still makes good and rapid progress, and will, I trust, continue to merit the favor of the distinguished Board over which you preside.

With fervent prayers that God may be pleased to preserve your most useful and honored life for many years, I have the honor to be, with highest respect and esteem,

Most sincerely yours,

EBEN S. STEARNS,

Chancellor University of Nashville, and President Normal College.

On motion of Chief Justice WAITE, the Report was accepted; and it was furthermore ordered, that the usual number of copies be printed, with such additional copies as the President may think desirable.

Colonel LYMAN, in the absence of Mr. WETMORE, read the Annual Report of the Treasurer, which was referred to Mr. DREXEL and Colonel LYMAN as an Auditing Committee. The account of the General Agent was presented, and referred to the same Committee.

Voted, That the General Agent be authorized to procure at the Philadelphia Mint one thousand bronze medals and one hundred silver Peabody medals.

General JACKSON, to whom was intrusted the presentation of a Memorial to the Legislature of Florida, made his Report, which was accepted, and ordered to be printed. ✓

GENERAL JACKSON'S REPORT.

To the Board of Trustees of the Peabody Education Fund:

GENTLEMEN, — There having been no session of the Legislature of Florida since our last meeting, I have had no opportunity of presenting to that body the Memorial with which you intrusted me; and hence a report as to the result of that contemplated effort may seem to be premature. But the consideration of what action you will take upon the persistent refusal of Mississippi to pay the whole or any part of her bonds now in the Fund, — having been deferred from the last to the present meeting mainly for the purpose of ascertaining, in the mean time, what course the State of Florida will be likely to pursue under circumstances assumed to be analogous, — I think it advisable to submit without delay my reasons for believing — nay, for an absolute conviction — that the presentation of the Memorial will be wholly futile.

In justice to distinguished Floridians, whose views upon the subject matter and the probable fate of the Memorial I have sought, it behooves me to say that they protest against the assimilation of the Florida to the Mississippi repudiation, in any fair sense of the word. They emphatically deny the applicability to the Florida bonds of the language used by Mr. Peabody in regard to a certain class of the repudiated bonds of Mississippi. No "acts of the Legislature" of Florida; no "decisions" of her courts, or of any "tribunal," have "affirmed their validity." So far from it, "the Territorial Council, the people, and the State have always repudiated the bonds as a valid

claim." In support of this position, so long and so universally held, I have been referred to the following facts and laws:—

1st. The bonds were issued while Florida was still a Territory.

2d. The act of Congress, approved March 3d, 1823, entitled, "An Act to amend an Act for the establishment of a Territorial Government in Florida, and for other purposes," provided, "that all bills to tax the inhabitants of said Territory or their property shall, before they become laws, receive the sanction of Congress; except when the bill shall authorize county, city, and town officers to collect taxes for the use and benefit of their respective counties, cities, and towns; and for no other purpose."

3d. The Florida bonds embraced in Mr. Peabody's second gift to the Fund were issued under the tenth section of "An Act to incorporate the subscribers to the Union Bank of Florida," which was approved February 13, 1835, and provided "that, in order to facilitate the negotiation by said bank of the said loan of \$1,000,000, the faith of the Territory is hereby pledged for the security of the capital and interest, and that one thousand bonds of one thousand dollars each . . . shall be furnished to the order of the 'Union Bank of Florida,' signed by the Governor, and countersigned by the Treasurer, and under the seal of the Territory. . . . The said bonds may be transferable by the indorsement of the President and of the Cashier of the said bank, to the order of any person whomsoever, or to the bearer; . . . and all expenses attending the issuing the said bonds shall be paid from the funds of the bank."

4th. This act never received the sanction of Congress, and consequently never became a law under which a tax could be levied upon "the inhabitants of the Territory or their property."

5th. Grave doubts were entertained before and at the

time of the passage of the act, as to the power of the Territorial Legislature to pass it. The Secretary of the Territory was so impressed with the illegality of the bond issue, that he refused to attach the Territorial seal to the bonds, and it was affixed by another person, under the authority or direction of the Governor of the Territory.

6th. By Section 34 of the said act it was provided, "that the said bonds . . . shall in no instance be sold, or negotiated, at a discount, or for a less sum than the amount named in said bonds for the purpose of raising the capital of said bank. But in every such case each and every bond sold for a less sum than the amount named and expressed therein shall thereby become forever absolutely null and void."

7th. On the 23d day of January, 1842, the Territorial House of Representatives, by a vote of 19 to 4, adopted the following:—

"Resolved, That the Territorial Legislature does not possess the right, nor was it ever invested with the authority, to pledge the faith of the Territory, so as to render the citizens of the Territory responsible for the debts or engagements of any corporation chartered by said Territorial Legislature."

8th. The Committee on Corporations of the same House, to whose consideration the matter of this bond issue had been referred, in making their report, used the following language: "The committee do not on this occasion deem it necessary to comment . . . upon the effect of the disposition of them" (the faith bonds) "under par. If the validity of the bonds as a liability of the people of Florida was acknowledged, then would the question be well worth considering. But the people of Florida have decided the question as to their liability for the bonds upon broader principles and grounds. They have said emphatically that the Territorial government is not competent to bind them,

or pledge their faith for the use and benefit of private corporations."

I have now given the basis upon which it is urged that the bonds in question never constituted a debt which could be paid by taxation; that the world had ample notice of this fact; and that the holders took the bonds at their peril.

Nor does the argument stop here. Even if the Legislature of Florida should be disposed to reconsider the Territorial action of January 23d, 1842, and to recognize the pledge of faith, repudiated by the Territory upon constitutional grounds, as still binding upon the State, and calling for supplementary legislative enactment to provide the means of paying the debt, it is further contended that cumulative constitutional restrictions, made inexorable by the lapse of time, render payment of the bonds simply impossible.

1st. Section 2 of Article VIII. of the Constitution, framed by the convention which assembled at St. Joseph's in December, 1838, and upon which the Territory was admitted into the Union as a State in March, 1845, provides that "no other or greater amount of tax or revenue shall at any time be levied than may be required for the necessary expenses of the government;" and Section 13 of Article XIII. of the same Constitution is as follows: "The General Assembly shall not pledge the faith and credit of the State to raise funds in aid of any corporation whatsoever."

2d. Section 7 of Article XII. of the Constitution now in force is as follows: "The Legislature shall have power to provide for issuing State bonds bearing interest, for securing the debt of the State, for the erection of State buildings, and for the support of State institutions; but the credit of the State shall not be pledged or loaned to any individual, company, corporation, or association; nor shall

the State become a joint owner or stockholder in any company, association, or corporation. The Legislature shall not authorize any county, city, borough, township, or incorporated district, to become a stockholder in any company, association, or corporation, or to obtain or appropriate money for, or loan its credit to, any corporation, association, or individual.

3d. Section 8 of the same article is as follows: "No tax shall be levied upon persons for the benefit of any chartered company of the State, or for paying the interest on any bonds issued by said chartered companies, or by corporations for the above-mentioned purposes."

In response to an inquiry as to whether a formal presentation of the Memorial, assuming, for the reasons assigned, that it might be ineffectual to secure payment directly to the Fund of the debt, in whole or in part, might not induce some special legislation which would supply an existing educational need in the State of Florida, and thus give to Mr. Peabody's benevolent bequest at least a local practical sequence, Hon. George P. Raney, the present Attorney-General, whose character and statements are entitled to the highest respect, addressed to myself a letter, which I pray permission to make part of this Report.

Respectfully submitted to the Board.

HENRY R. JACKSON.

LETTER OF HON. GEORGE P. RANEY.

TALLAHASSEE, FLA., Sept. 3, 1884.

GENERAL HENRY R. JACKSON:—

DEAR SIR,—There were, at the commencement of the year 1877, six hundred and seventy-six schools organized in this State, under the provisions of the "Act to establish a uniform

system of Common Schools and a University," approved January 30, 1869. The first section of this statute provides that "there shall be established, and liberally maintained, a uniform system of public instruction, free to all the youth residing in the State between the ages of six and twenty-one years, so far as the funds will admit." At the close of the administration of Governor George F. Drew, early in January, 1881, there had been organized four hundred and fifty-five more schools, bringing the number up to eleven hundred and thirty-one; and up to March 20, 1884, in the present administration, the number had been increased to fourteen hundred and seventy-nine; making a growth of three hundred and forty-eight schools since early in January, 1881, and of eight hundred and twenty-three in the last seven years.

The school attendance in 1876 was 28,444 pupils; in 1880, it was 38,315; and in 1882, it was 51,945.

II.

The eighth section of the eighth article of the Constitution of Florida provides that "a special tax of not less than one mill on the dollar of all taxable property in the State, in addition to the other means provided, shall be levied and apportioned annually for the support and maintenance of Common Schools."

This one mill tax is now, and has been almost from the adoption of the Constitution, annually levied and collected, and apportioned. The Common School Fund, as provided by the fourth section of the same article, is derivable from the following sources: "The proceeds of all lands that have been or may hereafter be granted to the State by the United States for educational purposes; appropriations by the State; the proceeds of other lands or property which may accrue to the State by escheat or forfeiture; the proceeds of all property granted to the State when the purpose of such grant shall not be specified; all moneys which may be paid as an exemption from military duty; all fines collected under the penal laws of this State; such portions of the *per capita* tax as may be prescribed for educational purposes; twenty-five per centum of the public lands which now are or may hereafter be owned by the State."

The above "one mill" special tax amounted, in 1883, to \$55,297.

The bonds in the hands of the State Treasurer, belonging to the Common School Fund, which have been purchased with proceeds arising from the "sources" mentioned in the fourth section of the eighth article of the Constitution, amount *now* to \$457,684. They bear interest at from four to seven per cent, and the total interest per annum is \$26,314. Thus we have an annual fund of \$81,611 from *State* "sources," as distinguished from *County* sources, applicable to Common School support. You will understand that the principal of the *Common School Fund*, as distinguished from the "one mill" special annual tax, is to remain inviolate, but that the latter and the interest on the former are applicable, and in fact annually applied, to the support and maintenance of such schools. The Common School Fund is almost daily increasing. It now owns about 464,000 acres of land, the proceeds of which when sold will be invested in bonds.

The counties of this State levied in 1883, for the support of Common Schools, taxes to the amount of \$169,543. Add to this the \$81,611 from State sources, and we have the sum of \$251,154 as Florida's annual provision for the support and maintenance of *Common* Schools.

I may remark that, considering the well-known progress of our State, the amount derivable from the "one mill" tax will not be presumed to decrease. The assessed value of the property in the State was, in 1876, \$29,688,000; in 1880, \$31,157,000; and in 1883, \$55,249,000.

III.

In 1883, the Legislature appropriated \$1,000 for that year, and a similar amount for the year 1884, for the purpose of holding Teachers' Institutes at such times and places as the Superintendent of Public Instruction should designate.

The same Legislature appropriated \$3,000 for the year 1883, and the same amount for 1884, for the purposes of "Normal Instruction," or, in the language of the statute, "for the training of persons in the art of teaching the various branches as

are usually taught in the Common Schools of this State"; such "persons" only, however, as "intend to make teaching a profession."

The same Legislature also appropriated \$10,000 for the year 1883, and "a like amount for the year 1884," for the establishment and maintenance of an asylum for the education, maintenance, and care of all persons residing in this State, between the ages of six and twenty-one years, who may be blind, or deaf and dumb, and are not able to educate and maintain themselves. The Asylum has been located at St. Augustine, and the contractors are at work on the buildings.

There are two seminaries of learning in this State, one being located at Tallahassee and the other at Gainesville. They are both in a most satisfactory state of efficiency, receiving as they do the following interest money, as well as aid from other sources. The Seminary Bond Fund was, on January 1, 1884, \$89,400, and bears an annual interest of \$5,500. There are still on hand about 30,000 acres of land, the proceeds of which, when sold, will be invested, and the interest thereon, like that of the above bonds, will be applicable to the support of these seminaries. The principal is inviolate. The lands were granted by the United States.

The Agricultural College Fund, the proceeds of the land grant made by the United States Congress to this State, is \$154,500 principal. The annual interest borne by the bonds which constitute it is \$9,107. The College has been established at Lake City in Columbia County, and opens this year with a full corps of Professors.

Recapitulating the above figures, we find in the shape of annual contribution to, or provision for, educational interests in Florida, the following:—

The "one mill" tax levy	\$55,297
Interest on Common School Fund	26,314
County taxes for Common Schools	169,543
Teachers' Institute appropriation	1,000
Normal School appropriation	3,000
Seminary Fund interest	5,500
Agricultural College interest	9,107
Appropriation for Deaf and Dumb or Blind . . .	10,000

Thus a total annual contribution of \$279,761 is made in this State for the advancement of education.

The above does not include the receipts from bounty of the illustrious Mr. George Peabody. My information is, that the following amounts were received during the following years :

1877-8	\$3,600
1879-80	5,600
1881-2	5,200
1883	2,800
1884	2,600
Total.	<u>\$19,800</u>

The figures for the other years, as the Superintendent of Public Instruction, from whose office I have obtained those for the years named, informs me, are not to be ascertained from the records to be found therein.

The data compiled above have been obtained from the Comptroller, Treasurer, and Commissioner of Lands and Immigration, or their official reports.

I annex hereto exhibits marked A and B, which may prove instructive on the subject of this paper.

Trusting that the above may prove satisfactory, and regretting that circumstances beyond my control have prevented me from furnishing it before,

I am, very truly, yours,

GEORGE P. RANEY.

(A.)

TABULAR STATEMENT of the Number of Schools, the Number of Children Attending School, and the Amount of Money collected for School Purposes, for the years named.

COUNTIES.	Number of Schools.			Number Children attending School.			Amount State and County Taxes for School Purposes.	
	1876.	1880.	1883	1876.	1880.	1883.	1876	1883.
Alachua . .	29	48	74	1,782	2,387	3,237	\$7,373.50	\$12,139.16
Baker . . .	6	17	22	355	186	465	477.04	1,940.86
Bradford . .	13	36	48	503	1,234	1,895	1,210.40	3,176.93
Brevard . .	6	6	30	...	77	256	117.38	3,175.96
Calhoun . .	7	4	13	105	121	362	198.42	811.94
Clay . . .	7	27	36	465	643	934	2,271.01	3,364.18
Columbia . .	24	58	63	658	1,418	5,098	5,226.47	4,092.97
Dade . . .	...	...	...	...	...	...	46.22	223.83
Duval . . .	43	41	55	1,535	2,216	2,665	6,491.32	23,601.76
Escambia . .	15	29	29	572	1,351	1,478	6,154.29	13,964.84
Franklin . .	2	3	4	151	197	205	1,374.74	1,604.27
Gadsden . .	35	43	56	2,487	1,814	2,246	5,013.68	4,537.29
Hamilton . .	8	39	47	146	1,036	799	3,247.39	3,563.96
Hernando . .	22	32	38	564	732	1,259	2,180.90	5,566.36
Hillsborough	26	39	61	448	1,057	1,462	3,135.77	5,583.11
Holmes . . .	10	11	20	198	264	362	187.40	1,383.12
Jackson . .	34	48	66	1,001	1,430	2,342	5,977.83	4,150.84
Jefferson . .	25	54	46	1,130	2,420	1,502	4,884.70	5,471.63
Lafayette . .	15	17	34	228	368	384	810.74	2,073.49
Leon . . .	43	46	51	2,103	1,998	2,472	9,728.38	6,015.95
Lewy . . .	23	20	40	556	722	1,058	2,360.24	5,603.42
Liberty . . .	8	10	10	131	235	300	660.47	1,052.58
Madison . .	33	44	58	1,353	2,409	1,884	6,762.81	5,398.44
Manatee . .	17	43	48	300	811	1,360	993.22	5,359.96
Marion . . .	29	52	73	1,681	2,118	2,058	7,272.00	13,057.00
Monroe . . .	5	5	6	649	870	1,069	9,326.84	7,017.20
Nassau . . .	18	38	44	696	1,341	1,103	5,262.76	7,450.23
Orange . . .	24	56	69	576	1,029	1,565	5,535.39	17,133.37
Polk . . .	15	19	20	277	630	622	1,507.66	3,646.18
Putnam . . .	17	40	49	639	1,154	1,341	3,655.06	8,882.75
Santa Rosa . .	16	32	42	...	1,280	850	1,758.72	6,191.60
St. Johns . .	10	18	25	414	884	703	4,483.85	4,998.87
Sumter . . .	10	34	51	317	977	963	1,410.75	10,157.08
Suwannee . .	23	28	49	802	1,459	1,848	1,382.11	4,961.68
Taylor . . .	11	7	15	166	241	375	668.08	921.62
Volusia . . .	10	31	37	366	747	930	2,667.04	9,080.53
Wakulla . . .	10	18	18	336	435	490	1,005.09	1,709.26
Walton . . .	24	26	26	736	751	560	1,216.98	2,704.69
Washington .	12	12	16	331	273	387	1,012.95	2,065.88
Total . . .	676	1131	1479	28,441	38,315	51,945	\$144,725.99	\$224,841.02
Add State apportionment							14,121.37	\$24,213.06
Total							\$158,846.36	\$249,054.08

* The discrepancy between these figures (\$24,213.06) and the \$26,314 given on page 34 of the foregoing letter, is attributable to increase of the Common School Bond Fund arising since December 31, 1883, from sales of lands and from other sources. — G. P. R.

(B.)

From "The Weekly Floridian," Tallahassee, Fla., April 1, 1884.

FEDERAL AID TO EDUCATION.

THE debate on the Blair Education Bill has been, with the exception of the tariff matter, the most interesting business of the session. The opposition to the measure of aiding educational work by money from the national treasury has failed to show good reasons why it should not be done; for it is the treasury of the States, all of which contribute to its fund, and all of which should share in its expenditure, especially when so worthy a demand is made upon its surplus. As a matter of course it has been assumed in the debate that the Southern States are backward in effort for the cause of education, — a general and usual charge, and quite a conviction of the popular mind of the North, — and they are forced into the attitude of those who need help because not helping themselves to the extent of their ability. While statistics necessarily inform the reason, they often so fail to remove prejudice that the mind declines to accept their conclusions, but prefers to persist in long-seated error. Statistics do show that some, if not all, Southern States raise much more money for educational purposes in proportion to their assessed values than some of the most prosperous of Northern States, and the newspaper press has not neglected to assert the fact; and in support of it we give certain figures in the case of Florida as compared with eight States, fairly representing the area of Northern territory from Maine to Kansas: —

	<i>School Receipts.</i>	<i>Assessed Valuation.</i>	<i>Population.</i>
Kansas	\$1,740,593	\$170,813,375	996,096
Rhode Island	582,965	258,522,198	276,531
New York	10,895,765	2,679,139,133	5,082,871
Maine	1,089,414	235,978,716	648,936
New Jersey	1,914,447	527,451,222	1,131,116
Michigan	3,772,321	810,000,000	1,636,937
Indiana	4,480,306	720,944,231	1,978,301
Minnesota	1,679,297	258,055,543	780,773
	<u>\$26,155,108</u>	<u>\$5,660,904,418</u>	<u>12,531,561</u>

A statement of expenditures *per capita* of school children in the eight States, obtained from the report of the Secretary of the Interior, — Vol. IV. of Messages and Documents, 1881 and 1882, — shows these figures: Kansas, \$4.68; New York, \$6.57; New Jersey, \$5.22; Rhode Island, \$9.16; Maine, \$4.61; Indiana, \$5.80; Minnesota, \$4.13; Michigan, \$5.27.

Florida (obtained from the official reports of the Comptroller and Treasurer of the State of Florida for the year 1883), \$3.54 *per capita* of school children.

The assessed value of property in the eight States given amounts to about \$444.78 for each person, (using the figures given in the census for 1880 for ascertaining the population,) and the average expenditure in the same States for each child of school age is \$5.67. The assessed value of property in Florida will average to each person about \$205.20, (using the census figures of 1880 for population,) and the average expenditure as above given for each child of school age is \$3.54. The census figures are adopted to find the population of Florida, and the property valuation is from State assessment of 1883, which is nearly double that of 1880, and allows the figures to show *much more to the advantage* of the eight States, in the following comparative results: —

\$444 *per capita*. \$5.67 average expenditure for each child in the eight States; per cent, 1.217.

\$205 *per capita*. \$3.54 average expenditure for each child in Florida; per cent, 1.727.

The Permanent Investment of School Fund increased from \$250,284.25 in 1882 (the accumulations of thirty-seven years, from March, 1845) to \$429,984.25 in 1884, — *an increase of \$178,700 in two years, being nearly 75 per cent increase*. We add the following summary of the State Educational Finances, as given us by State Treasurer L'Engle: —

Amount raised for School purposes in Florida: general

School Tax raised by the State	\$55,297.30
County School Tax raised by the counties	169,543.72
Total raised by taxation	\$224,841.02
Add interest upon the permanent investment for	
Educational Funds	\$37,507.00
Aggregate School receipts	\$262,348.02

While on this subject, we may properly advert to the charge of much illiteracy existing among the white children of the South, and were it so even in comparative excess it might be accounted for by the fact that there is a numerous class of the population of the Southern States that contribute little to school funds and furnish a large proportion of the children among whom the money is to be divided, thus diminishing the amount to be devoted to the education of each. The white tax-payers furnish nearly all the money, and the colored population nearly half the children to be educated.

The above article is appended on account of its statistics only, and not as indicating any views of mine on the "Blair Bill." I had no connection with its preparation. — G. P. R.

The Officers of last year were re-elected.

The Committees were appointed as follows :—

Executive Committee: Hon. WILLIAM AIKEN, Hon. WILLIAM M. EVARTS, Hon. A. H. H. STUART, Hon. HENRY R. JACKSON, Hon. THOMAS C. MANNING, with the Chairman, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, Hon. HAMILTON FISH, Chief Justice M. R. WAITE, Colonel T. LYMAN, ANTHONY J. DREXEL, Esq., with the Treasurer, *ex officio*.

Adjourned to Thursday, at 11 A.M.

October 2.

The Trustees met agreeably to adjournment.

Present: Mr. WINTHROP, the Chairman, and Messrs. FISH, GRANT, AIKEN, EVARTS, WAITE, JACKSON, LYMAN, HAYES, MANNING, DREXEL, GREEN, PORTER, and Dr. CURRY, the General Agent.

The Auditing Committee presented their Report, as follows:—

The Committee to whom were referred the account of the General Agent, and the report of the Treasurer to June 30, 1884, find that the General Agent's account is properly vouched, and that the sums received correspond to those paid by the Treasurer, and that there are vouchers for all payments charged by the Treasurer; and there remained in his hands, on deposit in the Bank of America, \$2,129.34.

Respectfully submitted,

A. J. DREXEL

THEODORE LYMAN.

The Committee on the defaulted bonds of Mississippi and Florida, consisting of the Honorable Messrs. THOMAS C. MANNING, of Louisiana, HENRY R. JACKSON, of Georgia, and A. H. H. STUART, of Virginia, made their Report, which was accepted, and the vote accompanying it adopted.

JUDGE MANNING'S REPORT.

WHEN Mr. Peabody made the gift to this Board of the Mississippi bonds, the amount was eleven hundred thousand dollars, and he expressed his confident belief that the payment of the annual interest would not be longer delayed. He was careful to inform the Board that these bonds were not, and had never been, under the ban of the Mississippi government, and he particularized the distinction between them and certain other bonds which had been long before repudiated by the State of Mississippi.

The Board forbore for several years to take any action upon these bonds. No attempt whatever was made for several years to obtain from Mississippi any payment of interest. Her condition at that time, like that of most of the States that are recipients of Mr. Peabody's bounty, appealed to the sympathy of the Board, and her inability to discharge her debt received frank recognition, and so she was not asked to pay. But in 1871 the Board thought it had become time to act, and your Memorial to the Legislature was presented, praying, in terms the most respectful, that provision should be made for the payment of the interest upon these bonds that Mr. Peabody had consecrated to sacred uses. Not the slightest notice was taken of it.

It is important to bear in mind, that, up to the time when that Memorial was presented, the validity of the bonds held by this Board had never been questioned. It is also pertinent to recall the fact, that from the organization of this Board, through all those years when Mississippi was not paying interest on her bonds and thus increasing our income, she was receiving from this Board even more than her fair share of its fund.

But if no answer was given directly to the Memorial, subsequent events showed that a practical response was in preparation. In 1874, a constitutional amendment was passed through the Mississippi Legislature repudiating these bonds outright, and in 1876 this repudiation was approved by a second Legislature. One looks in vain to find in that legislative act a disclaimer that the State will be any longer a recipient of that bounty which she thus despoiled. One naturally expects that the State will in future decline to receive any portion of our income, when she has deliberately determined to withhold from that income what she owes it. Contribution to it of her own debt should precede distribution of any portion of

it to her. But the fact is, that she has received over \$75,000 from our Fund, besides having a full proportion of the scholarships at Nashville College. The interest she has withheld from us during the existence of this Board is \$473,280. That is the sum we would have received from her during the seventeen years of our existence, and would have distributed, had she paid only the interest annually accruing upon the bonds we hold. Her whole debt to this Board, principal and interest, now amounts to more than a million and a half of dollars.

It is needless to remind the Board that a second effort was made in 1882 to induce the Legislature of Mississippi to take some action on this matter. The effort was as futile as the first. Indeed nothing can be done in that direction until another constitutional amendment is made, and of that there is not the slightest hope. The bonds held by this Board will never be paid, in whole or in part, and it is therefore incumbent upon us to consider whether we are really carrying out the wishes of our founder in permitting Mississippi, while she withholds one third of our annual income, to receive any part of that which we realize from other sources. She retains in her treasury every year \$27,840 that we ought to have, — a larger sum than we could or should ratably distribute to her.

It is not fair nor just to the children of the other States that we should take from them any part of our realized income and give it to Mississippi, when she withholds from our resources every year a larger sum than she is ratably entitled to. We therefore recommend that that State be eliminated from the field of our operations until she pays the annual interest upon her bonds that we hold, or until she makes some settlement or adjustment of her debt to this Board. And we wish to observe, and to emphasize the observation, that this recommendation is not a punitive measure, but simply a matter of justice to the

children of other States, of whose interests and rights, as participants of Mr. Peabody's bounty, we are trustees, bound to take care that they suffer no harm.

T. C. MANNING,
Chairman.

[No reference is made in this Report to the Florida bonds, as General Jackson's Report presented yesterday covered that part of the subject.]

The Committee submit the following vote : —

Voted, That, in view of our obligations to the children of the other Southern States and of their needs, and of our duty in the absolute discretion given to this Board by Mr. PEABODY in the distribution of the limited income of the Fund, our General Agent be instructed to omit Mississippi in the distribution of the income of our Fund, until she pays the annual interest on her bonds that we hold, or makes some provision for the recognition and adjustment of those bonds.

On motion of Mr. EVARTS it was

Resolved, That the General Agent, in carrying into effect the foregoing vote, be instructed not to change the standing or continuance of any scholar from Mississippi now in the Normal College at Nashville.

Chief Justice WAITE offered the following vote, which was duly passed : —

Voted, That the President of the Normal College at Nashville render a statement of his accounts of receipts and disbursements for this Board, with the vouchers therefor, to the Treasurer of the Board, at the end of each col-

legiate year, and that the Treasurer audit the same and report to the Board thereon at the annual meeting.

On motion of Ex-President HAYES it was

Voted, That the General Agent be requested to inquire as to the amount needed to support a student in the Normal College at Nashville, with a view to a reduction of the amount paid for each scholarship, and an increase of the number of scholarships.

On motion of Governor FISH it was

Resolved, That this Board approve the suggestion made in the Report of the General Agent, that the policy applied to Schools, of helping only those communities which help themselves, be also applied to States in reference to Institutes.

Adjourned to the first Wednesday in October, 1885, or subject to the call of the Chairman.

SAMUEL A. GREEN,

Secretary.

TWENTY-FOURTH MEETING OF THE TRUSTEES.

NEW YORK, Oct. 7, 1885.

THE Trustees met at the Fifth Avenue Hotel, in New York, on October 7, at 12 o'clock, noon.

There were present: Mr. WINTHROP, the Chairman, and Messrs. FISH, AIKEN, EVARTS, STUART, WAITE, WHIPPLE, LYMAN, HAYES, MANNING, DREXEL, GREEN, PORTER, and the General Agent, Dr. CURRY.

The records of the last meeting were read and accepted.

Bishop WHIPPLE opened the meeting with prayer, after which Mr. WINTHROP addressed the Board as follows:—

WE come to our Annual Meeting this morning, Gentlemen, under circumstances of more than common concern. The recent deaths of two of our associates, the tendered resignation of a third, and the impending retirement from our work of one who has conducted it for more than four years past so ably and so successfully, and who we had hoped would have been with us to the end, concur in rendering this meeting as important as it is impressive. I may well be grateful to a kind Providence, after the serious illness of the last winter, for having spared me to take part in our proceedings at so critical a juncture.

Let me not speak of it, however, or think of it, as critical. There can be nothing critical to the cause in which

we are engaged. Whoever may die, whoever may resign, whoever may be summoned from our service to other spheres of usefulness and honor, I have entire confidence that our work will go on without let or hindrance, and will continue to exert its beneficent and quickening influences more and more on those for whose welfare it was designed.

Meantime, we may all be satisfied with what has already been accomplished and is now secure. During the more than eighteen years which have elapsed since the organization of this Trust, it has been instrumental—under the successive direction and devoted care of Dr. SEARS and Dr. CURRY, and in connection with other agencies of a similar character, which I do not forget or undervalue—in bringing about a change in the disposition and condition of the Southern States, so far as Free Common Schools are concerned, which could hardly have been hoped for at so early a period, and which promises, at no distant day, to render those States, in all that relates to the education of their children, independent of our efforts, and of all other efforts, except their own. If only that National Aid, for which we have so earnestly pleaded, could be afforded now, at this propitious moment, when the fields are “white already to harvest,” and if the efforts of associations and individuals could be kept up for ten or twelve years more, we might feel that our Founder had been prophetic in fixing the limit of thirty years—from 1867—as the time when his Fund might be distributed in permanent endowments, and when Southern schools and scholarships and teachers might safely be left to take care of themselves.

The people of the South, certainly, have now become thoroughly awake to the obligation and to the vital necessity of providing education for their children; and they are making strenuous efforts to extend and multiply and improve their Common Schools. They need only, for their

complete success, such a temporary but immediate increase of pecuniary means as National Aid alone can supply.

"I undertake to say," is the language of one of the most intelligent and devoted Missionaries of Southern Education (the Rev. Dr. MAYO), in an appeal for such Aid, as the one thing needful and essential for the immediate exigency, — "I undertake to say that no other people in human history has made an effort so remarkable, all circumstances considered, as the people of the South during the last fifteen years in what they have already done for the schooling of their children. In many of their cities the public schools will compare favorably with those of other parts of the country. Their reviving colleges and academies are mainly in the hands of able and devoted teachers. Their schools for girls are improving, and there is a great deal of interest in the higher education of women. Their teachers, as a body, are doing more good work for less pay than any class of their profession in our country, and not unfrequently are making sacrifices that amount to absolute heroism in their devotion to their work. I have just come from the State of South Carolina, where I have seen the largest audience-rooms in a score of her principal towns and cities crowded with their best people to listen to addresses on public education. And generally, there is no topic of public speech or private conversation that now seems more generally interesting and even electric through great portions of these States than this. Last year the Southern States paid no less than \$17,000,000 for the education of their children and youth of both races; probably five or six millions for the schooling of people who were held as property twenty-five years ago."

Towards the hopeful and encouraging change in the educational prospects of the South, presented to us in this picture, the noble Trust committed to us by Mr. PEABODY has contributed in no subordinate or inferior degree. First

in order of time, it has been second, certainly, to no other instrumentality in its influence upon all that has been accomplished. Had our resources been more ample, had they not been gradually diminished by the lowering of interest on the funds given us by our Founder, and had his just and confident expectations been fulfilled in regard to the bonds of Mississippi and of Florida which were included in his endowment, the fruits of our labors would have been doubled. It might have been hoped that something of State pride, if not of gratitude to Mr. PEABODY, or of care for the children of the South, would have prompted both these States — as soon as they were able — to make provision for the interest, if not for the principal, of their equitable obligations to this munificent Southern Trust. It will not be a pleasant record in the history of either of them, should they be finally found wanting to so important a work. But with such means as have been at our command, we have done our best to advance the cause which was committed to our care ; and we can have nothing but satisfaction with the results which have been accomplished, — nothing but satisfaction for the past, nothing but confidence for the future.

Before passing from the brief allusion which I have thus made to the two delinquent States, let me say a more precise word about Florida, lest I should do her injustice. Our valued associate, General JACKSON, to whom our Memorial to the Legislature of Florida had been committed two years ago, made a Report at our last meeting, which will be found in the last printed record of our Proceedings. There had then been no session of the Florida Legislature at which the Memorial could have been presented ; but he had corresponded, or had conferred directly, with at least one of the leading officials of that State, and had obtained some interesting information on the subject. His Report was calculated to throw doubt upon the fit course for us to

pursue, and distinctly avowed some change of opinion on his own part. That Report was quietly accepted by this Board, and nothing more was said or done, or proposed to be done, in regard to the Florida bonds. The whole matter seemed thus to be abandoned for the moment, if not altogether.

One of the obstacles in the way of proceeding further, which the investigations of General JACKSON had developed, was an express provision in the Constitution of Florida that no such bonds should be issued; and this had been construed into a prohibition of paying or recognizing any such bonds already outstanding.

Now it happened that a new Constitutional Convention was in session at Tallahassee during this last summer, which possibly — I do not say, or think, probably — might have been induced to modify in our favor so odious a retro-active provision. Our vigilant associate, Judge MANNING, kindly wrote me word of the sitting of this convention as soon as he heard of it; but I was then at a long distance from home, for the health of one of my family, and was without any of the papers necessary for dealing with the subject intelligently. Had not General JACKSON already gone to Mexico, as the Minister of the United States, I should have written at once to him to beg his renewed attention to our Memorial. But soon after my return home, when the necessary papers were once more within my reach, I learned that the Florida Convention had finished its work and had adjourned without day. Let me add, that the action, or non-action, of the Board at their last meeting left me in some doubt whether the matter could have been wisely or usefully pursued, even if General JACKSON had been in the way of attending to it; and a recent letter from him confirms me in that doubt.

The practical question, however, remains to be decided, — whether, in continued default of any payment or recog-

nition of her bonds given to this Trust by Mr. PEABODY, and so emphatically pronounced by him to be justly due, we shall go on, as we have done, making annual appropriations for Florida, and assigning her a full share of the Nashville Scholarships ; or whether we shall do with her as we have done with Mississippi, and withhold from both alike any further participation in the proceeds of a fund to which both of them are debtors and defaulters.

Undoubtedly the Report of General JACKSON furnishes ground for some discrimination between the two States. The bonds of Florida in our possession have never, like those of Mississippi, been declared valid by the highest tribunals of the State. They were issued when she was a Territory, and, as is alleged, without the direct sanction of Congress. And there are other facts relating to them, as stated in General JACKSON's Report, which may be worthy of consideration in deciding the question between us and Florida. Meantime, however, these bonds are in our hands as a substantive part of Mr. PEABODY's Trust Fund ; and after the lapse of so many years, we may well come to some more definite conclusion as to what shall be done in regard to them.

Florida, I rejoice to say, is now in a prosperous condition, amply able to discharge all her legal or equitable obligations. She is able, also, to make abundant provision for her own Common Schools, and is doing so on a large, liberal, and most creditable scale. She no longer needs our aid, as she did at the outset of our operations, while our means for assisting the cause of education in her sister Southern States have become more and more inadequate to the demand. It is in this view, only, that the question is one of immediate practical importance. Whatever can be justly and wisely withheld from Florida, as from Mississippi, will be so much added to our resources for helping the cause of education in the other States within

our sphere of action. Our duty to the children of those other Southern States must guide and govern our course.

I come next, Gentlemen, to a brief presentation of the actual condition and operations of the Trust committed to us, with a view to your consideration of the best course to be adopted in the exigency which is before us.

The primary and principal work of this Board for some years past has been that which has been delegated to our General Agent, who, by personal visits to the various States, by appeals and addresses to their Legislatures or municipal authorities, and by advice and counsel,—given orally or by correspondence to their school superintendents,—has continually and most effectively enforced the importance of extending and improving the school systems of the South, and has afforded such practical information and explanation as were essential for that purpose. Under his encouragement, and direction too,—aided by appropriations from our income,—Normal Institutes have been arranged and conducted from time to time at various convenient points in the South, which have been most inspiring, instructive, and valuable. Our payments for these Teachers' Institutes were more than thirteen thousand dollars last year, and more than twelve thousand dollars during the year now closed. Nothing could have been more successful and effective than the labors of Dr. CURRY in this line; and the Report which he will presently read to us will give us all renewed confidence in the course which he has so devotedly and untiringly pursued.

Meantime, we have an institution, somewhat less directly dependent on his care, which has become one of the most prominent features of our work. I mean the Normal College, or University, at Nashville, to which we now appropriate—directly and indirectly—more than a full half of our annual income, and in which we provide for

no less than one hundred and fourteen scholarships, distributed among the Southern States, and designed to train teachers for them all. This institution, which is supported by this Board in conjunction with the State of Tennessee, and all the scholarships in which are provided for and paid for from our own funds, was originally taken in charge by us under the advice and direction of Dr. SEARS, who selected and appointed, by our authority, its superintendent, or president, and who always looked to it as one of the best hopes and assurances of Southern school education. About the time of Dr. SEARS's death, as we had sad cause for knowing, there were embarrassments and controversies in regard to the location and condition of this institution; and for several years our relations to it were somewhat confused and precarious. But I think we may now consider all doubts and difficulties as ended, and may regard the institution as substantially under our governance. If the State of Tennessee shall take a just pride in its prosperity and welfare, and shall continue to unite with us liberally and harmoniously in its support, it will be — as indeed it already is — one of the most prominent and important institutions of education in the Southern States, and may become the most permanent monument of Mr. PEABODY's munificence.

I have taken some pains to inquire into its condition; and I am satisfied that it is doing a most valuable work, and doing it well. The diploma of the College is regarded as a passport to the best positions as teachers; and a large proportion of its graduates are believed to fulfil the pledges which they give on entering it by devoting themselves for a time, if not permanently, to the practical task of teaching. The Scholarships are greatly in demand, and an increase of their number is earnestly called for in many quarters. But a letter, or report, from Chancellor STEARNS — which I invited him to send me, and which I shall read

at a later stage of our proceedings — will furnish more direct and authentic information on these and other points, and I forbear from detaining you with any further details.

I have presented to you, Gentlemen, this summary sketch of the existing state of our affairs, in order that a readier and more intelligent consideration may be given to the question which must presently and so unexpectedly come before you. That question is, whether we shall attempt at once, before this meeting comes to an end, to select and elect a new General Agent, or whether we may come to the conclusion that our Trust, for the present at least, can be conducted without such an officer. Could Dr. CURRY have remained with us, no such question would have been raised or entertained for an instant. We should all have rejoiced to retain him in our service; and his loss will be a great one for the Trust, and for myself, officially and personally. Whenever he leaves us, and wherever he goes, he will take with him the grateful regard and cordial good wishes of us all. But to my mind there is no such thing as supplying his place satisfactorily at such short notice. Nor am I by any means sure that it could be supplied at the longest notice. He has exhibited from first to last those exceptional qualifications for his duties which good Dr. SEARS, long before his own death, told me in confidence that he so eminently possessed, and for some of which we might long look in vain elsewhere. Most happily, however, for this emergency, he has so arranged and organized our work, and so mapped out all its details for at least a year to come, and everything has become so systematized and simplified under his auspices, that we may not need the full measure of service which has thus far been required, and the salary which he has so richly earned may serve for a time to increase our restricted resources for general educational purposes. The machinery which he has constructed and set in motion will, I am assured, carry our

work along in its accustomed grooves with no danger of its running off the track or stopping short of its destined terminus. While Dr. CURRY has thus made it hard for us to part with him, he has made it easier for us to do without him. In my own best judgment, the correspondence of the Board may safely be left for the present to our worthy Secretary, Dr. GREEN, under the supervision of the Chairman and Executive Committee, with authority for him to sign checks and certificates in place of any General Agent. But I will not further anticipate the discussion and decision of the Trustees on so important a subject.

I turn, Gentlemen, without further preamble, to the signal bereavements which we have sustained since our last Annual Meeting, and which claim our attention to-day, not merely in view of the vacancies which are presently to be filled, but in justice to the memories of the valued associates whom we have lost.

Mr. SAMUEL WETMORE died at his residence in this city on the 27th of March last. He was one of the original members of our Board, and had been its Treasurer from the organization of our Trust in 1867, having been selected and nominated for that responsible office by Mr. PEABODY himself. Born and educated in Middletown, Connecticut, he had entered early into mercantile life, had spent many years in China, and had been associated, as partner or as principal, in large commercial enterprises in the East Indies and in South America. Mr. PEABODY had known him intimately as a merchant of the highest integrity, and as a man of the best disposition and character. We shall all agree, Gentlemen, that our Fund could not have been entrusted to a more exact, faithful, and devoted Treasurer.

Giving no bonds and receiving no salary or commissions, he took pride in watching over the noble endowment which had been made by his illustrious friend for the welfare of

the children of the Southern States. His vigilance could not have been exceeded. His particularities often amused us, and when we were pressed for time, came near, perhaps, to rendering us impatient; but they always inspired the confidence that everything could be safely left to so conscientious and untiring a devotion. That confidence, I need not add, was fully justified.

In the early part of his administration of our finances, his duties were sometimes onerous and perplexing; and to the last they occasionally involved more responsibility than was quite agreeable to so sensitive and scrupulous a temperament. But he persisted steadfastly through a term of nearly eighteen years; and our last Annual Meeting was, I believe, the very first at which he failed to be present, and to render his Report, and explain his accounts in person. His health had been visibly and seriously impaired for several years, and he had then met with a painful accident at Newport, which incapacitated him for coming on to be with us. We missed him on that occasion, and we miss him to-day. His obliging disposition and invariable kindness of heart made him a most agreeable companion, and added not a little to the social enjoyments of our meetings.

He died in the seventy-third year of his age, esteemed and respected by all who knew him.

Of the death of General GRANT, which occurred—as all the world took instant notice—at Mount McGregor in this State, on the 23d of July last, I hardly know how to speak. For, indeed, almost everything worth saying has already been said, of his death and of his life, of his whole career and character, until the language of eulogy is exhausted. No death in our day and generation has called forth more full, just, and admirable tributes, by type and tongue, in the newspapers, in the pulpits, and in public

assemblies, in all parts of our own country, and in not a few parts of other countries. The varied fortunes and striking contrasts of his early life,—at West Point, in Mexico, in Oregon, and at St. Louis, until he fell out of all public sight or thought at Galena; his instantaneous reappearance at the call of his country, and his rapid rise from grade to grade until he had fought his way up to the very highest military rank; his unerring instinct; his unflinching courage; his iron will; his unyielding tenacity of plan and purpose; his vast powers of combination, and the sleepless energy with which he pushed through to its end whatever he attempted; his singular reticence, flowering out at last into so many felicitous utterances in writing and by word of mouth; his self-control, his modesty, his magnanimity, and the Christian resignation and heroic fortitude with which he bore the calamities and terrible sufferings of his last months on earth,—all, all have been the themes of touching description and brilliant illustration at home and abroad. I could add nothing, certainly, —even were it fit for me to attempt it on such an occasion as this,—to the unqualified praise which his career as a Soldier has elicited from both sides of the momentous struggle in which he was a leader.

It is glory enough for him that he was the chosen instrument of his government, and of God, in bringing that struggle to a close by the blessed restoration of Union and Peace to our land. The name of MONK is not more inseparably identified with the restoration of the monarchy to Old England than that of GRANT with the restoration of Union to our American Republic. No other honors which have been paid, or which can be paid, to his memory can ever equal the universal recognition of that fact and its acceptance for the records of history. Successive elections to the Presidency during what remained of his life; the splendid receptions which he met with from the rulers and

people of the Old World during his memorable foreign tour ; the grand national funeral at his death ; the costly and countless monuments which are proposed in his honor, at Riverdale and elsewhere, have no significance to be compared for a moment with the simple record that, under his lead, the American Union was saved. That grand funeral pageant itself, on the 8th of August last, owed its main impressiveness to the evidence it afforded — in all its incidents, and by all who took part in it or witnessed it — that a restored National Union, a renewed brotherhood among the people, and a renewed sisterhood among the States, was felt to have been accomplished through him who was thus followed to his grave by troops of friends, — so many of whom had been his foes, — and that all parties and sections of the country were alike ready to attest their glad and grateful consciousness of that glorious result.

But it is for us, Gentlemen, to remember General GRANT, more peculiarly, in his relations to the work in which we have so long been associated with him. Like his friend Mr. WETMORE, he was one of the original members of our Board ; and though so many years have since elapsed, it seems but yesterday that I was privileged to call upon him at his headquarters in Washington, while he was Commander-in-chief of the army, to invite him confidentially, at the request and in the name of our Founder, to be one of the Trustees. He accepted the invitation without a moment's hesitation, and with evident emotions of pleasure. The next morning found him with us at the formal organization of this Board. Those of the original members who are still left, and they are but few, will recall him, as I do, in his undress uniform, with nothing but the stars on his shoulder-straps to indicate his rank, kneeling by the side of Mr. PEABODY and Governor AIKEN in a little room at Willard's, while good Bishop MCILVAINE invoked the blessing of heaven on the work we were assembled to inaugurate.

A few months afterwards, he was with us at New York for nearly a week, at the meeting at which our organization was completed, our plans matured, and our first General Agent, Dr. SEARS, appointed. The brilliant entertainment which Mr. PEABODY gave to the Trustees on that occasion, in special honor of General and Mrs. GRANT, will not be forgotten by any one who was present at it. From that time onward he attended our meetings as often as it was in his power, — at Richmond, at Baltimore, at New York, at Boston, and at Washington, where, as President of the United States, in 1870, he gave a banquet to the Trustees at the Executive Mansion.

Meeting him casually in one of the corridors of this hotel, just before his departure for Europe, I said to him, in bidding him "Good-by," "Don't forget our Peabody meetings, General, on your return." And his reply was emphatic, "They are among the last things I shall ever forget, Mr. WINTHROP; and I shall always be with you when I can." He was with us, accordingly, on several successive occasions after his return home, including our very last meeting; when, though already a suffering invalid, he spent a large part of two days in consultation with the Board, and evinced a warm, personal, intelligent interest in all our proceedings. He had set a special value on Mr. PEABODY's munificent endowment, as the first practical manifestation, on a grand scale, of that spirit of conciliation and magnanimity which he himself had displayed so signally in the very flush of victory. He felt deeply, too, that the education of the children of all classes and races was vital to the prosperity and welfare not only of the Southern States, but of the whole country; and he united with us in invoking the aid of the government.

The death of General GRANT leaves us with but four of the sixteen original members of this Board. It is pleasant for us to remember that two of our departed

associates—in addition to our founder, Mr. PEABODY—have received at their death the supreme honors of Westminster Abbey,—Bishop McILVAINE in 1873, and now General GRANT. But it is even more pleasant for us to look back on all whom we have lost as having enjoyed the esteem and respect of their fellow-countrymen, and as having entitled themselves to our own grateful and affectionate remembrance. We have filled the vacancies in sad succession, as we are bound to do now ; but the places of not a few of them will long be vacant still in the hearts of those who have been associated with them in a Trust so dear to us all.

I will no longer detain you from listening to the Annual Report of our General Agent.

At the conclusion of Mr. Winthrop's remarks Mr. STUART addressed the Board as follows :—

MR. CHAIRMAN,—I hope I shall not be regarded by my colleagues as officious or obtrusive in moving that so much of our Chairman's Address as refers to the death of General GRANT be referred to a Select Committee of three, to consider and report what action should be taken by the Board in relation thereto.

General GRANT, though a native and resident of the North, in fact belonged to the whole country ; and it has seemed to me that it would tend to give emphasis to that fact if the movement to do honor to his memory were to come from a Southern man.

I therefore, as the representative of Virginia,—a State which was under many obligations to General GRANT,—take the liberty of submitting that motion.

The motion was passed, and Messrs. STUART, HAYES, and MANNING were appointed the Committee.

Mr. EVARTS then moved that the tribute to the memory of Mr. WETMORE be referred to a Special Committee, which was accordingly done; and Messrs. EVARTS, AIKEN, and WHIPPLE were appointed.

The General Agent, Dr. CURRY, then read his Report, as follows:—

REPORT OF HON. J. L. M. CURRY, GENERAL AGENT.

To the Trustees of the Peabody Education Fund:

GENTLEMEN,—Since your last meeting, the General Agent has addressed the Legislatures of North Carolina, South Carolina, Florida, Alabama, Arkansas, and Tennessee. The address in Alabama was published by the General Assembly and widely circulated.*

Travelling extensively through the field covered by the Trust, and brought into association with men of intelligence and influence, it has been with extreme pleasure that I have noticed the subsidence and disappearance of passions and prejudices engendered by the war, the growth of fraternity and hopefulness, and the steady progress in industrial development. Improvement in material resources is more noticeable in some localities than in others, in some branches of industry than in others; but it partakes of a general character, and may be said to mark the entire South. New manufacturing and mining enterprises, and the enlargement of those in existence, have attracted a large amount of capital. The growth in flouring and lumber mills, and in manufactures in which iron and wood are the chief materials, public journals have recorded. The diversity of industries and the utilization of long-dormant natural resources give

* Appendix I.

promise of increasing and permanent prosperity. With material progress general education is inseparably connected, in the double relation of cause and consequence.

Your attention is invited to an account of school work in the several States.

WEST VIRGINIA.

The Hon. Benjamin S. Morgan has succeeded the Hon. B. L. Butcher, as State Superintendent. An interesting extract from a letter of August 8 will introduce him favorably to the Trustees:—

“There are six Normal Schools; and they have been gradually growing in favor, and are to-day, I think, on a safe foundation as far as their existence is concerned, and receive a living appropriation, which, however, is not at all adequate to their wants and needs, nor commensurate with the demands of the educational interests of the State. At the session of 1884-85, the appropriation was \$12,000, the best we have had for some time, but not ample enough to employ the necessary teaching force. The effect of trained teachers upon our public schools is decidedly beneficial, as is readily seen in better organization, better classification, better teaching in the schools, and a general elevation of educational sentiment all over the State. Indeed, I do not know how our public schools would get along without the Normal Schools. The body of teachers is fluctuating in West Virginia, and the vacancies made by teachers leaving the work to enter one of the professions, or some one of the various business callings supposed to be more inviting financially, must be filled either by trained or untrained teachers; and the Normal Schools, with our system of Institutes, enable us to supply a large number of these ever-occurring vacancies with young men and women who have had some professional training in the Normal Schools or instruction in the Institutes. Institute

✓ attendance is compulsory, which allows us to reach annually the great body of our teachers with the freshest and best thought on educational topics. Under circumstances like these, it will readily be seen that aid from the Peabody Fund is a matter of prime importance to our educational interests. About sixty-three Teachers' Institutes are required each year, and only \$500 is appropriated by the State to pay for instruction. Without aid from the Peabody Fund, then, this great auxiliary to the building up our school system would have to be nearly entirely discontinued. Thirty Institutes have been held up to this date, and five of them have been conducted by such educators as Dr. T. W. Harvey of Ohio, Dr. M. A. Newell of Maryland, and Prof. A. N. Raub of Pennsylvania. These Institutes, with one exception, have been unusually well attended by the teachers, and the instructors report that the people have greatly encouraged them by their interest in the various exercises. Twenty-one counties have officially reported, and show an attendance of 1,873 teachers.

"From the two colored Institutes official reports have not yet been received, but I learn they were well attended. Much enthusiasm is shown by the colored people, and there seems to be a determined spirit among them to improve their opportunities and advantages.

— "A local tax for school purposes is authorized by statute. There are 378 school districts, and all except two have made a levy. Districts which fail to make the required local levy are not entitled to receive any part of the State distributable fund. The aggregate revenue from local tax for 1884 was \$730,056.13; it will perhaps be a little larger for 1885.

"I must not forget to tell you that I have succeeded in placing Mr. T. I. Woofter, a Peabody graduate at Nashville Normal, at the head of Shepherd College, and Miss Eva Miller, another graduate, as assistant in Marshall College."

VIRGINIA.

The Fourteenth Annual Report from this State is full of valuable information. The school work has moved steadily on, with a reasonable increase in enrolment and average attendance. "There has been a marked improvement in the business of the system, due, no doubt, in part to the local officers being better informed as to their duties ; but the great lever has been the people, who are thoroughly alive to the vast importance of our public free schools, and are learning to hold school officers up to their responsibilities." A proper share of this improvement is due to the Superintendent, the Hon. R. R. Farr, who is remarkable for his industry, firmness, thorough familiarity with the law, and devotion to the cause of general education. I bear cheerful testimony to his ready and efficient co-operation. To his tact and indomitable energy the Institutes owe their great success and usefulness.

The summer Institutes were marked by enthusiasm. The one at Staunton, with an enrolment of 648 teachers, was conducted by Prof. Charles H. Winston, LL. D., of Richmond College, whose superintendence and skill in teaching gave much satisfaction. At Fredericksburg, Professor Mitchell, of Charlotte, N. C., had 256 teachers under his valuable experience and culture. At Marion, where the citizens built a commodious house for the accommodation of the Institute, 295 availed themselves of the instructions of Professor Walton of Massachusetts. The colored Institute at Danville had 175 pupils, under Professor Montgomery of Washington City, whose valuable work has been several times commended in these Reports. The law requires a summer course of eight weeks at the "Virginia Normal and Collegiate Institute" for the benefit of colored teachers, and over 140 were present. The Superintendent, in earnest, grateful words, expresses the

obligations of the teachers to the "wise Trustees" of the Peabody Fund, without whose timely aid the Institutes could not have been held, and 1,514 teachers would have been deprived of most valuable instruction.

In my last Report, brief mention was made of the "State Female Normal School" at Farmville. It was opened on the 30th of October last, and the catalogue shows an attendance of over one hundred pupils. Under the able administration of Dr. Ruffner and his accomplished associates, the success of the School, in the number, conduct, and progress of the students, and in the strict adaptedness of the instruction to Normal purposes, is phenomenal. The School has been liberally aided from the Fund, to stimulate it in its infancy, and insure its rigid adherence to Normal work.

A comparison of 1884 and 1885 shows commendable progress in school work.

ENROLMENT.

	White.	Colored.	Total.
1884	184,720	103,310	288,030
1885	194,066	109,464	303,530

AVERAGE DAILY ATTENDANCE.

1884	106,907	56,462	163,369
1885	115,017	60,806	175,823

SCHOOLS OPENED.

1884	4,477	1,873	6,350
1885	4,662	1,914	6,576

NORTH CAROLINA.

✓ The General Assembly increased the appropriation for the State University, and "much improved the machinery of the school system, in that it entirely divorced school matters from other county management, creating separate school boards in the respective counties." "Under this system," says the Hon. S. M. Finger, the new Superin-

tendent, "I have strong hope that many of the counties will supplement the fund levied by the State, and that we shall have an advance." The State appropriates \$500 each for eight white and four colored "Normal Schools," besides \$2,000 for the colored "Normal" at Fayetteville. The summer Normal in connection with the University was discontinued, but in lieu a chair of Pedagogics was established.

Teachers representing every county in the State attended the Normals, 2,024 of whom were white, and 681 colored. "The instruction given was good in the main, and of a practical kind. A large number of County Institutes for both races have been held this summer, and with very good attendance and results. There is educational spirit in this State, but really our people seem unable to furnish the money to make an effective system of public schools. Some of the counties are, however, levying special taxes, to the great advantage of their school interests. Surely Congress will soon see its way to help in this matter, which so vitally concerns the welfare of the people and the safety of our institutions."

The local "Normal Schools," of brief duration and with changing teachers, are valuable in imparting real instruction, and in stimulating and aiding teachers to improve, but they do not answer the purpose of permanent Normal Schools, which the friends of education in the State should exert themselves to establish and maintain. The Superintendent, by public addresses in the several counties on subjects relating to public school work, is informing the public and arousing increased interest.

Professor Mitchell has established, with promise of Peabody aid, a training department for teachers, in connection with the School at Charlotte, which is to be under the direct charge of Mrs. E. D. Kellogg, and therefore promises good results.

SOUTH CAROLINA.

The accomplished and courteous Superintendent sends such an interesting Report that nothing need be added.

DEAR SIR,—I have the honor to submit the following Report of the work done during the year just ended, by the Peabody Fund, for the advancement of education in this State. This work embraced,—I. Direct aid to schools. II. Support to the agencies for the training and improvement of teachers.

I. The schools aided were : (1.) the Columbia Graded Schools, for both races ; (2.) the Spartanburg Graded Schools, for both races ; (3.) the Beaufort Graded School, for whites only ; and (4.) the Orangeburg Graded School, for colored only.

(1.) The first of these have fully confirmed the splendid promise that marked their institution, and they may now be regarded as firmly and permanently established. The excellence of the methods pursued in them, and their admirable adaptation to the wants of the community, have already won for them a fame which is stimulating a desire in other communities to adopt the graded system. The City School Board petitions for Peabody aid for one year more, to enable them to free the schools from all financial embarrassment, and to improve their equipments for better work. I cordially indorse the petition.

(2.) The success of the schools at Spartanburg is eminently gratifying. The people of the town have promptly voted the special tax levy for their support during the ensuing school year, and all indications point to their thorough organization, usefulness, and permanency. The application of the Board for continuance and increase of aid I heartily indorse.

(3.) The peculiar circumstances surrounding the white people of Beaufort are well known to you. The School has received aid from the Peabody Fund for three successive years, and, according to the general policy of your Board, it must now depend upon its own resources. If, however, a departure from the general rule is ever possible, I think the condition of these people would warrant an exception being made in their favor.

(4.) The aid given to the Sterling School at Orangeburg was intended to stimulate a demand for a well-organized system of

graded schools in the community. This object has not been attained, and I do not think the school has, in itself, sufficient merit, in point of excellence or usefulness, to entitle it to special support.

I am happy to report, generally, that there is an increasing interest in graded schools observable throughout the State, which promises, in the near future, their establishment in all the towns and larger villages. I am convinced, however, that they should only be attempted when public opinion is ripe enough to demand and to sustain them. Any attempt to precipitate their establishment by artificial agencies, before the need of them is properly felt, must end in failure.

II. For the training and improvement of teachers, the following institutions have been supported: (1.) Nashville Normal College, seven scholarships; (2.) Claflin University, Normal Department; (3.) Brainerd Institute, Chester, S. C., Normal Department; (4.) State Normal Institutes.

(1.) Of the seven incumbents of the Peabody scholarships during the last collegiate year, three were creditably graduated at the last commencement. The three vacancies thus created, together with the additional scholarship recently granted by you to this State, were filled by competitive examination, held in my office last week. Most of the graduates have complied with the conditions of the scholarships, and are doing good work as teachers in the public schools.

(2.) This institution is a branch of the State University, and is doing good work. The instruction in the Normal Department is thorough, and I think its continued support by your honorable Board is well bestowed, and forms an equitable set-off to the scholarships for white students at the Nashville College.

(3.) The support given to this institution was promised, in the exercise of the discretion allowed me, before it was decided to aid the Spartanburg schools. I knew that good work was done at the Brainerd Institute; and as its lower department forms a part of the Chester graded schools, and is subject to the supervision of the public school officers, I did not think that the assistance given would be a material departure from the spirit of your policy. Whatever aid is given in the line of teacher training for the colored people had better be concentrated on the State institution at Orangeburg.

(4.) The State Normal Institute for colored teachers was opened in the buildings of the Schofield Institute, Aiken, S. C., July 6, and continued in operation until August 1, under the principalship of Prof. W. T. Rodenbach. A faculty of unusual strength was employed, and special efforts were made to secure a large attendance of the colored teachers. The character of the work, especially in its adaptation to the wants of the teacher-pupils, has never been excelled at any Institute; but only the best of the colored teachers could attend. The enrolment did not exceed seventy, with a daily average of about forty-five. I am now convinced that the number of teachers who can attend and profit by the work of the State Institute is too small to justify the large expenditure of money involved. More reliance must be placed upon the County Institutes for this class of teachers. I would, therefore, request that you do not shorten your allowance for this work, but that you give me the liberty to use it so as to make the County Institutes more effective.

The Institute for white teachers convened in Charleston, July 21, with Superintendent H. P. Archer as Principal, and continued in session four weeks. It was a bold experiment to carry on such a work in midsummer in such a place; but the complete success of the experiment has made it an epoch in the educational life of the State. The enrolment reached over two hundred and eighty; the city schools were made object lessons in teaching, and the full daily reports of the "News and Courier" filled the whole State with new ideas as to the breadth and depth and far-reaching character of the teacher's work. I can safely say that the public mind is now more fully occupied with the affairs of public education than it has ever been. . . .

For the whites, there is a teacher's course in the South Carolina College, for males only; and a Saturday Normal, in connection with the Charleston city schools, for both sexes. For the colored, the Normal Department in Claflin University, partly supported by the State and the Peabody Fund. There are several institutions, largely supported by Northern churches and benevolent associations, for the education of the colored race, which aim at qualifying their pupils to become teachers. These are: Schofield Institute, Aiken; Avery Institute, Charleston; Brainerd Institute, Chester; Allen University, Columbia; and Benedict Institute, Columbia.

The special training of the teacher has now become a necessity. School-keeping is rejected ; school-teaching is demanded instead, and this creates the demand for trained teachers. The effect of these on the public schools is manifest everywhere in the gradual improvement of methods and the use of better text-books.

Local tax is not provided for by general statute ; but any school district can obtain the right to make the levy by special act of the General Assembly. Besides the cities of Charleston and Columbia, twenty-two school districts have so obtained the right, and nearly all of them are annually using it. The aggregate amount of these special levies for the year 1882-83 was \$51,753.53. Owing to the way the fiscal accounts are made up, I shall not know what amount was raised for 1883-84 until I compile my Annual Report.

Invoking for the people of this State a continuance of the beneficence that has already so greatly blessed them through the wise and liberal policy of your Board, I am, Doctor, with great esteem, your obedient servant,

A. COWARD,

State Superintendent of Education.

28 August, 1885.

GEORGIA.

The Commissioner held one Teachers' Institute at Atlanta, which continued in session four weeks. As the State makes no provision for Institutes or for Normal instruction, Dr. Orr exerted himself to secure for the teachers reduced board and transportation. An able corps of instructors and lecturers was secured, and the presence of the County School Commissioners was invited. On the 8th of August Dr. Orr wrote: "Our Institute is a great success. I have never witnessed anything like it. The interest increases continually. Next week I am to have the County School Commissioners with me. The indications are that a large number will attend. I should not be surprised if the attendance ranges from three hundred to five hundred. Our people would be delighted to see you."

FLORIDA.

✓ The last Legislature passed an act appropriating \$3,000 per annum for Normal instruction, \$1,000 for Teachers' Institutes, \$10,000 for the Agricultural College, and \$10,000 for the Institution for the Deaf and Dumb. "The State collects a one-mill tax for schools, which is distributed among the counties in proportion to the number of children of the school age. ✓ The law requires each county to assess and collect a minimum tax of two and a half mills on all real and personal property, but many of the counties collect as much as four mills, — the maximum allowed by law. For the year 1884-85, there was expended for common schools alone \$206,756. This was divided almost equally between white and colored schools, although there were eight thousand more white than colored children. The revenue for the ensuing year will be greatly increased."

✓ The enthusiastic Superintendent says further: "The State requires me to hold Teachers' Institutes in the best manner, and at such times as in my judgment are best adapted to the circumstances and wants of our people. Were it not for the aid received from the Peabody Fund, I could not do so much of this excellent work, which is not only improving the schools, but is creating such a burning interest among the people that the cause of education is becoming the foremost one in Florida. . . . We have established in each of our seminaries a Normal Department; and we organized, under proficient teachers, Normal Schools, held for two months each, for colored teachers, at Tallahassee and Gainesville. Many of the County Superintendents have written of the improvement in the schools conducted by teachers who attended the Normal Schools. . . . The distribution of the Peabody medals this year has exerted a most pleasing and healthful influence. . . . All our schools will open October 3, and start off with new zeal, with many

of the teachers freshened and advanced and invigorated for their work. New and comfortable schoolhouses are building or have been built, all over the State. In the ten years during which I have been connected with the schools, I have never known such an interest, or the people so willing to supplement the public fund and push onward the interests of the schools."

ALABAMA.

The direct payments from the Treasury, for white children, are \$297,149.86; for colored, \$215,130.91. All of the cities and many of the towns provide by local taxes for free schools. The revenue thus raised increases annually. Acts of the Legislature, authorizing these special levies, are numerous. Hon. Solomon Palmer, the new Superintendent, regards the turning of the attention of the people to local taxation for school purposes as a very hopeful sign. Each race has three Normal Schools. For the white schools, the State pays \$12,500; for the colored, \$13,000. "These Normals are doing good work. Their influence in elevating the standard of qualification for teachers is felt over the entire State. All these schools appreciate the valuable aid rendered by the Peabody Fund." The law requires three Teachers' Institutes to be held every year in each county, but little good is accomplished by them. Mr. Palmer asks aid for holding three in different sections of the State for one month each, and is of the opinion that our help could not be given more beneficially.

TENNESSEE.

The energetic Superintendent, Hon. Thomas H. Paine, says that he has been in the field ten weeks, organizing and superintending Teachers' Institutes. Ten were for white teachers, and three — one in each grand division of the

State — for colored. The work has been satisfactory. About one thousand white teachers have attended, besides county superintendents, school directors, and citizens generally. "I am much gratified at the results. The main point to which I invite your attention is, that the great majority of these teachers had never before attended a State Normal Institute. I feel that much has been done in this summer's work towards the promotion and continued growth of our public school interest, and some service done the general cause of popular education."

The Legislature continued the appropriation for the Normal College. The past year of the institution was pleasant and prosperous, and the President and Faculty may felicitate themselves upon the good behavior of the students and the general progress made in studies. The ambition of all connected with the College should be to make it a model of its kind, and unsurpassed by any of kindred aims. The well-managed Gymnasium is a popular and useful addition to the excellences of the College. For the first time, I had the privilege of attending a commencement, and of presenting in your name the medals to the honored recipients. The Governor of the State added to the interest of the occasion by his presence and approval. Dr. Stearns has published an admirable address, giving an account of the origin, history, and aims of the College. It is well worthy of being incorporated into the next bound volume of your Proceedings.*

LOUISIANA.

The Hon. Warren Easton, in a late letter to me, says : "I am gratified to be able to tell you that the entire State seems to be aroused to the importance of doing more for the common school interest ; and I am sure, at the next

* Appendix II.

session of the General Assembly, our Normal and our Institute work will receive liberal support." At the session of the State Educational Association, the Governor made a stirring and instructive address. Educational societies have been organized at several points; and the Louisiana Educational Society at New Orleans, in continuation of its active and beneficial labors, will make a canvass of the State, so as to awaken a healthier public sentiment and place the public schools on a secure foundation. The general revenue for school purposes, outside of New Orleans, is about \$318,000. A levy of local taxes for school purposes is allowed, and thirty parishes and seven towns levy this tax. The Legislature made an appropriation of \$6,000 for a State Normal School, and, under a discretion granted them, the Trustees selected Nachitoches as the fittest location. Dr. Edward E. Sheib was elected President, and the School will be opened in October. In the law creating this School, provision is made for holding Teachers' Institutes, to be conducted by the State Superintendent and the Faculty of the School. Institutes were held this year, as the result of Peabody aid, at six places. Mr. Easton writes: "We had both white and colored teachers in attendance, and they showed the deepest interest in the work by their regularity, punctuality, and attention." The Journal of Education says: "The Institutes appear to have met with great success. The attendance was good, the discussions were earnest, the subjects practical."

Taking a lively interest in all that pertains to education in the South, primary, industrial, and higher, the Trustees must hail with satisfaction the organization of the Tulane University in New Orleans. By a contract with the State, the administrators of the Tulane Fund become the administrators of the University of Louisiana in perpetuity. The acquisition of the buildings and franchises supplied the foundation on which the Tulane Board could establish a

University, and begin the work of executing the noble trust committed to them. The University will include the whole field of higher education, and fulfil the functions of the high school, college, and university, and provide also for technical and professional instruction. The University has Medical, Law, and Academical Departments, and a Manual Training School, to make young men experts in the principles and handicraft of wood-working, iron-working, and machine construction.

ARKANSAS.

The school revenues are derived from several sources. Besides the general levy, a local tax of five mills is authorized. In some counties all districts vote in favor of the levy. The receipts for 1884 were, from the two-mill tax, \$150,688.18; from the five-mill, or local tax, \$346,521.26; from polls, \$165,929.26; and from all sources, \$702,287.62. In the distribution of this money there is no discrimination betwixt the white and the colored children. "The Supreme Court has decided that colored children must be allowed as long school terms as the white, regardless of their number in the school district." No Normal School has yet been established. The Industrial University for colored people at Prairie Bluff has a Normal Department, and, "under the late reorganization of the University, there is some hope of a Normal Department" for the training of white teachers. In the absence of regular Normal Schools, these departments will help to do a much-needed work. The Superintendent says: "The school law requires the State Superintendent to hold at least one Normal Institute per year in each judicial district, but no aid whatever is given by the State. The Peabody aid is most gratefully received and highly appreciated by both teachers and people. The money spent on our Institutes is well spent. They are arousing the people to desire better teachers,

and are aiding the teachers in their work. . . . The effect of teacher training upon the public schools is excellent. The demand for trained teachers is steadily increasing. . . . While we need some legislation to make our system more efficient, it affords me pleasure to say that the interest in popular education is increasing."

TEXAS.

This State has an available school fund for the present year of \$2,040,000. This does not include county funds from county lands, nor the local levies which the law permits but does not require. About seventy towns have availed themselves of this privilege. Six thousand dollars are appropriated for the maintenance of thirty-one Institutes for white teachers, and of ten for colored teachers. Peabody aid was not given, during the year just closed, to public schools; but Superintendent Baker says that, when it was granted heretofore, city schools were stimulated thereby. "The distribution of Peabody medals has exerted a salutary influence, and those who receive them value them highly. Texas has established two State Normals,—the Sam Houston at Huntsville for white, and the Prairie View for colored teachers. The State appropriates annually \$18,000 for the former, and \$10,000 for the latter. They have been of incalculable service to the public schools, and, in connection with Teachers' Institutes, have already raised the standard of public school teachers over one hundred per cent." Dr. Baldwin, the President, says that the Sam Houston graduated one hundred and eighteen, and that the last session was the most satisfactory in the history of the institution.

"The following table indicates the steady advance from year to year:—

*Shuman's
History of
the State
of Texas*

1885-1886

1886-1887

GENERAL SUMMARY.

First Year, 1879-80, State Students, 68; Pay Students, 42 . . .	110
Second Year, 1880-81, State Students, 95; Pay Students, 49 . . .	144
Third Year, 1881-82, State Students, 130; Pay Students, 35 . . .	165
Fourth Year, 1882-83, State Students, 155; Pay Students, 35 . . .	190
Fifth Year, 1883-84, State Students, 130; Pay Students, 70 . . .	200
Sixth Year, 1884-85, State Students, 159; Pay Students, 47 . . .	206

GRAND TOTAL.

Whole number of different students	910
Number of counties represented during past session	84

GRADUATING CLASSES.

Class of June, 1880, two years' course	37
Class of June, 1881, two years' course	55
Class of June, 1882, two years' course	73
Class of June, 1883, two years' course	77
Class of June, 1884, two years' course, 56; three years' do., 45 . . .	101
Class of June, 1885, two years' course, 90; three years' do., 28 . . .	118
Total number	461

"We acknowledge our great indebtedness to the Peabody Education Fund and its general agents, both for the establishment and maintenance of the institution. During the past year we received \$6,000, which was all expended for salaries of teachers. To you personally we are under great obligations for wise counsel and constant encouragement."

This detailed account of work in the States within which the Board labors, justifies your body in thanking God and taking courage. The seed sown has brought forth early fruit,—in some instances a hundred fold. General Eaton, of the Bureau of Education, to whom I am indebted for valuable and cheerful co-operation in all efforts for improved educational advantages in the South, furnishes me this

encouraging statement of educational work in the Southern States, including the District of Columbia:—

Total white school population for 1884	4,216,976
Total white school population for 1882	4,046,956
Increase	170,020
Total white enrolment for 1884	2,546,448
Total white enrolment for 1882	2,249,263
Increase	297,185

The figures for the colored schools are as follows:—

Total colored school population for 1884	2,032,926
Total colored school population for 1882	1,944,572
Increase	88,354
Total colored enrolment for 1884	1,002,313
Total colored enrolment for 1882	802,982
Increase	199,331

The total expenditure for both races in these same Southern States and the District of Columbia for 1884 was \$17,053,467. The expenditure for the same States and the District of Columbia for the year 1882 was \$14,820,972, showing an increase of \$2,232,495.

In execution of the now well-settled policy of the Trustees to concentrate appropriations upon teacher training, the General Agent, by correspondence, public addresses, and the directive and stimulating use of the income, has sought to secure the establishment of Normal Schools in all the States. The Trustees will note with unalloyed satisfaction that every year adds to the number of Normal Schools, and to their more rigid adherence to the specific purpose for which they were designed. Our literature abounds in satires on pedagogues. Comedians and novelists have indulged their wit in holding up teachers to ridicule and contemptuous pity. Carlyle, in "Sartor Resartus," speaks

of man's "omnipotent talent of being gulled" in the province of education, and deplores the extent, and methods, and effects, with which "Want is supplied by mere appearance of true Ware, and Deception takes the place of Performance." The growing demand for better teaching shows a better estimate of the teacher's duties, an improvement in the school systems, and the increasing popularity of the agencies for perfecting instruction. Normal Schools are the right arm of the power of public schools, and States and cities are recognizing their imperative need. In France, for instance, whose development of schools of all grades is so associated with M. Ferry's political career, the awards for educational purposes have been raised from twenty million francs to nearly one hundred million, which are spent mainly in the construction of new Normal Schools, and in other equipments for improved teaching. The most important factor in any school is the teacher. Trained teachers are indispensable in primary education. Instruction in academy, high school, college, and university is less useful and effective, because of the lack of professional preparation on the part of the teachers. The Trustees may be congratulated on having contributed somewhat to the more healthy opinion which legislation shows to exist. Parents begin to clamor for the best teaching for their children, and we are recovering from the fatal heresy that teachers, for their delicate and invaluable work, require less preparation than they would for the most ordinary handicraft.

Normal Schools, ideally and in theory, are professional, and intended to teach men and women how to teach. To train for effective teaching is their design and business. Unfortunately it is not easy to make this their sole or chief work. Many pupils are so deficient in preliminary preparation, that time and labor must be diverted from professional or technical work to ordinary but indispensable academic

training. The proper foundation of good teaching is a good education. Normal work is built on this. A cultivated mind and disciplined faculties, as well as a thorough knowledge of the subject to be taught, must be brought to bear on the work of instruction. This education, this culture, should, in large degree, precede the professional or Normal work, or else, from performing a twofold function, the Normal School is diminished in power, and incurs the hostility of non-professional schools. Training is so valuable, that a half Normal School is better than no training ; but as the education of a child is of paramount importance, no effort should be relaxed to require and secure the highest skill and the fullest practical acquaintance with principles and methods. A Normal School should, therefore, persistently withdraw, as steadily and as rapidly as possible, from the performance of dual functions, and confine itself to its ideal work.

To one who watches the signs of the times, the increased discussion and adoption of industrial education in the South is a notable fact. We must not ignore nor despise, as a factor in the solution of the gigantic problem with which our civilization and republic are confronted, the addition to mere intellectual processes of an opportunity for our youth to qualify themselves by the acquisition of practical knowledge for carrying on successfully the various handicrafts in which they may be engaged. Careful training to manual and mechanical labor will enable boys and girls to make a better living, and to be more useful and contented citizens. The report of the Royal Commission in England on technical education shows that, from a material point of view, England has gained immensely by the attention which of late years she has paid to special education in what are called the industrial arts. How much the reduction of idleness, pauperism, and crime may be affected by industrial education, and to what extent prevalent and

plausible objections to taxation for general education may thereby be met, are questions well worthy of most thoughtful consideration by patriot and philanthropist. Technical education has been satisfactorily grafted upon some of the public schools, and gives a training which enlarges the productive capacity of those who receive the benefits of such practical and convertible knowledge. What has been achieved in this direction at Hampton, Tuskegee, Atlanta, Richmond, etc., has been singularly favorable and encouraging.

The General Agent has no purpose to present a rose-colored view of the educational status of the South. While he rejoices in the revolutionized public sentiment, as demonstrated in improving systems and increasing revenues, he is not blind to possible perils, nor to the need of taking diligent care that we lose not the advantages gained. Zeal should not overcome discretion. Patience should be cultivated, lest in over-anxiety and sanguine convictions we defeat the ends aimed at. He is purblind who fails to see that the complexity and unprecedentedness of our social and political systems raise problems which fanaticism or pretentious sciolism can neither understand nor solve.

The needs of the South, and especially of the Freedmen and their descendants, give increased emphasis and weight to the arguments which the Trustees, through Committee, Chairman, and individual members, have urged in behalf of national aid for the removal or prevention of illiteracy. The failure of the House to pass the Senate Bill at the last session of Congress is ascribable not so much to hostility to the measure—for a majority was unquestionably favorable to such legislation—as to other causes which need not be mentioned in this paper. It is to be hoped that what the Chairman characterized as "this greatest of our national needs and obligations" will receive prompt and favorable action when Congress shall assemble.

The most distinguished of America's citizens, whose death elicited such expressions of personal respect and of nationality and loyalty, as President, as Trustee, as private citizen, was urgent in advocacy of this paramount measure of relief and safety. In an address, in 1875, before the Society of the Army of the Tennessee, General Grant used this language: "In a republic like ours, where the citizen is the sovereign and the official the servant, where no power is exercised except by the will of the people, it is important that the sovereign — the people — should possess intelligence. The free school is the promoter of that intelligence which is to preserve us as a free nation. If we are to have another contest in the near future of our national existence, I predict that the dividing line will not be Mason and Dixon's line, but between patriotism and intelligence on the one side, and superstition, ambition, and ignorance on the other. Now, in this centennial year, I believe it a good time to begin the work of strengthening the foundation of the house commenced by our patriotic forefathers one hundred years ago at Concord and Lexington. Let us all labor to add all needful guaranties for the more perfect security of free thought, free speech, free press, pure morals, unfettered religious sentiment, and of equal rights and privileges to all men, irrespective of nationality, color, or religion. Encourage free schools, and resolve that not one dollar of money appropriated to their support, no matter how raised, shall be appropriated to the support of any sectarian school. Resolve that either the State, or nation, or both combined, shall support institutions of learning sufficient to afford every child growing up in the land the opportunity of a good common-school education."

Laws for the prevention and punishment of crime are necessary parts of civil life; but the wiser and more humane effort should be to elevate the condition of the masses, to

give them the means and the opportunities for improvement, and to stimulate aspirations for bettering their condition and fulfilling more perfectly the duties and obligations of life. The public good is a higher object than any private interest. Universal education, in the language of our Founder, which has been adopted as the legend on our Peabody Medals, is "a debt due from present to future generations." It is an obligation of property, a proper return for protection afforded, the surest guaranty of security and increase. The educational movement in the mother country in the last fifteen years shows a profitable copying of the systems and policy of this country. Mr. Mundella, late Vice-President of the Council of Education, in July last said that the average attendance of children at the secular schools had increased from 1,063,000 in 1869 to 5,215,000, or exactly one sixth of the population. Quoting from a confidential document, not then in the hands of Parliament, he said that, since the introduction of the Education Acts and the industrial schools, the average annual number of sentences of penal servitude for the five years ending with 1864 was 2,800 a year, out of a population of 23,000,000. In the four years ending 1883, it had fallen to 1,427, just one half. The sentences of imprisonment for indictable offences for the five years preceding 1869 were 12,058 per year, out of a population of 21,000,000. In 1883 the number of offences had fallen to 9,997. The prison population, the number under penal servitude, in 1870, was 11,890; in 1884, 9,984. "The decrease had been mostly in younger criminals. What they spent with one hand in education, they were saving with the other." It is no wonder, in view of these facts, that another distinguished member of the late English Cabinet said, in August:—

"I think the time has come when education ought to be free. I have always held that the exaction of fees in our primary schools

was unjust and uneconomical, and prejudicial to the best interests of education. It is a system which has been long ago abolished in the United States. It has recently disappeared in France. It does not exist in the majority of Continental countries, or in the majority of the self-governing colonies of the British Empire, and I hope that the workingmen will insist that in this country also the system shall cease, which is only defended in deference to false and pedantic notions of political economy, and in the supposed interests of denominational schools."

The London School Board in June passed a resolution to petition Parliament for power to open all its elementary schools free to children of school age. Such an expression of opinion by a body of experience is of much significance. So great a change in the present system in England may not have speedy adoption, but the utterances show the trend of public opinion, and the matured judgment of men who have had more experience in elementary education than any other men in Great Britain. An eloquent paragraph from Carlyle, of wider application than to his own country, may well close this Report:—

"Who would suppose that Education were a thing which had to be advocated on the ground of local expediency, or indeed on any ground? As if it stood not on the basis of an everlasting duty, as a prime necessity of man! It is a thing that should need no advocating, much as it does actually need. To impart the gift of thinking to those who cannot think, and yet who could in that case think,—this, one would imagine, was the first function a government had to set about discharging. Were it not a cruel thing to see, in any province of an empire, the inhabitants living all mutilated in their limbs, each strong man with his right arm lamed? How much crueller to find the strong soul with its eyes still sealed,—its eyes extinct, so that it sees not! Light has come into the world; but to this poor peasant it has come in vain. For six thousand years the sons of Adam, in sleepless effort, have been devising, doing, discovering,—in mysterious, infinite, indissoluble communion, warring, a little band of brothers, against the black

empire of necessity and night ; they have accomplished such a conquest and conquests ; and to this man it is all as if it had not been. The four-and-twenty letters of the alphabet are still runic enigmas to him. He passes by on the other side ; and that great spiritual kingdom, the toil-won conquest of his own brothers, — all that his brothers have conquered, — is a thing not extant for him. An invisible empire, — he knows it not, suspects it not. And is not this his withal, — the conquest of his own brothers, the lawfully acquired possession of all men ? Baleful enchantment lies over him from generation to generation ; he knows not that such an empire is his, — that such an empire is his at all. . . . Heavier wrong is not done under the sun. It lasts from year to year, from century to century ; the blinded sire slaves himself out, and leaves a blinded son ; and men, made in the image of God, continue as two-legged beasts of labor ; and in the largest empire of the world it is a debate whether a small fraction of the revenue of one day shall, after thirteen centuries, be laid out on it or not laid out on it."

Distribution of Income of the Fund since October 1, 1884.

ALABAMA.

Nashville Scholarships	\$2,000.00
Normal Schools	3,300.00
	<u>\$5,300.00</u>

ARKANSAS.

Scholarships	\$1,600.00
Teachers' Institutes	1,500.00
	<u>\$3,100.00</u>

FLORIDA.

Scholarships	\$875.00
Teachers' Institutes	1,500.00
	<u>\$2,375.00</u>

GEORGIA.

Scholarships	\$2,175.00
Teachers' Institutes	1,400.00
Public Schools	600.00
	<u>\$4,175.00</u>

LOUISIANA.

Scholarships	800.00
Teachers' Institutes	1,000.00
	<hr/>
	\$1,800.00

MISSISSIPPI.

Scholarships	\$2,250.00
	<hr/>
	\$2,250.00

NORTH CAROLINA.

Scholarships	\$2,200.00
Public Schools	2,000.00
Teachers' Institutes	1,230.00
	<hr/>
	\$5,430.00

SOUTH CAROLINA.

Scholarships	\$1,400.00
Public Schools	2,600.00
Teachers' Institutes	1,000.00
	<hr/>
	\$5,000.00

TENNESSEE.

Normal College	\$7,600.00
Scholarships	2,550.00
Public Schools	200.00
Teachers' Institutes	1,500.00
	<hr/>
	\$11,850.00

TEXAS.

Sam Houston Normal	\$6,000.00
Scholarships	1,150.00
	<hr/>
	\$7,150.00

VIRGINIA.

Scholarships	\$2,275.00
Hampton Normal	500.00
Farmville Normal	2,000.00
Teachers' Institutes	2,000.00
	<hr/>
	\$6,775.00

WEST VIRGINIA.

Scholarships	\$1,000.00
Normal Schools	300.00
Teachers' Institutes	1,200.00
	<hr/>
	\$2,500.00
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Total	\$57,705.00

J. L. M. CURRY,

RICHMOND, VA., Oct. 1, 1885.

General Agent.

After the reading of the Report, Dr. CURRY presented the following personal communication to the Board :—

RICHMOND, VA., Oct. 7, 1885.

To the Trustees of the Peabody Education Fund:—

HAVING consented to accept from the Government an important diplomatic trust, I must ask you not to renew my appointment as General Agent, unless it be for a very brief period, so as to prevent any confusion from a too sudden severance of the connection which I hold with the Fund.

In closing a relation which to me has been uninterruptedly pleasant, you will pardon me for expressing my most grateful appreciation of the confidence and of the personal regard with which you have honored me. From the honored Chairman and every Trustee I have had only kindness and generous support. The performance of my duties, not easy as I interpreted them, has been a labor of love. Mr. PEABODY was the most liberal benefactor the South ever had, and his benefaction came at a time when she was in the depth of poverty and anguish. Education being necessary to material advancement, and in every mental and moral relation, his munificence took most wisely the direction of aiding in the education of the youth of both races. The initial effort of the Trustees was to stimulate the establishment of public school systems, and afterwards to insure their permanency and

constant improvement. As a factor in the production of these accomplished results, no single agency has been so potent and beneficial as the Peabody Education Fund. The next and correlated step was to labor for the improvement of the teaching in the public schools. This has been effected, in a marked degree, by sustaining Teachers' Institutes and Normal Schools. The States are gradually incorporating into their school systems, and sustaining by annual grants, these most effective instrumentalities for the improvement of those systems. The Normal College at Nashville has emerged from the difficulties which five years ago imperilled its life, and now, with the cordial co-operation of Tennessee, is vindicating its right to a place among the best institutions of its kind in the United States.

Instead of confining myself to office-work, — to the humble but useful avocation of almoner for the distribution of the income of the Fund, — I have sought to do something towards the creation of a healthier educational sentiment, and to identify the Trust with the most advanced educational progress. Every door of access to the people — to schools, colleges, legislatures — has been thrown wide open to your representative, and if good has not been done, the fault is his. Everywhere I have advocated the uplifting of the lately emancipated and enfranchised negro, and upon no part of my work do I look back with greater personal satisfaction.

In the spirit of the Trust, and in known harmony with the opinions of Mr. PEABODY, I have labored assiduously to renew and cultivate a feeling of broad and catholic patriotism, to cement in closest fraternity all sections and peoples of the Union, to bury discords and strifes, and to lift up to a higher plane than that of sectional animosity or of angry prejudices. To-day, thank God, the South is as loyal to the Union, and as ready to pour out blood and treasure for the national honor and national safety, as Ohio or Massachusetts.

What has been achieved in the States which are the beneficiaries of the Trust, since you organized as a Board in Washington City on the 8th of February, 1867, is incredible. There have been revolutions in labor, economic industries, customs, traditions, feelings, convictions, laws, and institutions, any one of which considered singly would mark a social era, a civil epoch. No people ever accomplished so much for education, in so brief a period,

under such crushing embarrassments, as the South has done. If the General Government, heeding the earnest words and the unanswerable arguments of this Board, will come to the relief of States struggling with heroic energy to meet the responsibilities of their new life, problems of gigantic import will be aided in their solution, and the faith and the hope of the patriot and the Christian will be strengthened in reference to the success and the perpetuity of the Republic.

The policy of your Board is so well established, and the method of administration has been so simplified, that my withdrawal will put you to no inconvenience.

Thanking you for your numerous kindnesses, and wishing great success to the work of the Fund, I am,

Yours most respectfully,

J. L. M. CURRY.

On motion of Mr. EVARTS, Dr. CURRY's communication was referred to the Executive Committee for consideration; and in the absence of General JACKSON, who is a member of that Committee, Chief Justice WAITE was appointed to take his place for the time being.

Mr. WINTHROP read the following letter from General JACKSON, resigning his position as a member of the Board of Trustees:—

CITY OF MEXICO, August 29, 1885.

MY DEAR SIR, — As the length of my sojourn in Mexico is for the present uncertain, and may possibly involve the necessity of my absence from more than one of the Annual Meetings of the Trustees of the Peabody Fund, I feel it my duty to tender my resignation.

With sentiments of the highest respect,

Yours very truly,

HENRY R. JACKSON.

HON. ROBERT C. WINTHROP, *President of the Board.*

Governor FISH expressed his high appreciation of General JACKSON's services to the Board, and said he hoped that the resignation would not be accepted. Similar remarks were made by Mr. STUART, Colonel LYMAN, and Governor PORTER; whereupon it was unanimously voted,—

That the letter be referred to the next Annual Meeting, and that in the mean time the Chairman request General JACKSON to withdraw his resignation.

Mr. DREXEL, who had been appointed Treasurer by the Finance Committee after the death of Mr. WETMORE, read his Report, which was referred to Colonel LYMAN and Governor PORTER, as an Auditing Committee. Mr. DREXEL also presented President STEARNS's statement of his account of receipts and disbursements for the Board, which was referred to the same Committee.

Dr. CURRY made a verbal Report on the matter referred to him at the last Annual Meeting, in regard to the amount needed to support a student in the Normal College at Nashville, and recommended that no reduction be made in the amount of the scholarships. In connection with the same subject, the Chairman read the following letter from President STEARNS:—

LETTER OF PRESIDENT STEARNS.

UNIVERSITY OF NASHVILLE, NORMAL COLLEGE,
Sept. 20, 1885.

HON. ROBERT C. WINTHROP, LL. D., *President of the Peabody Education Fund*:—

DEAR SIR,—At the conference which it was my privilege to have with you some weeks since, you kindly intimated that an account, or informal report of our Normal College, such as I had the honor to present a year ago, might be appropriate and acceptable. You will, therefore, permit me to say as follows:—

The scholastic year now closed has been one of reasonable quiet and success; in which, it is believed, as much good work has been done, and progress made, as could be expected.

You will be glad to know that, at the last session of the Tennessee Legislature (A. D. 1885), the annual appropriation of \$10,000 in aid of the College was renewed for two years more, without opposition. As no part of this sum has yet been drawn, we are sure of State assistance for two years from the present, at least. His Excellency, the Governor, has not only signed the bill, as I believe with great cheerfulness, but, as Chairman of the State Board of Education *ex officio*, has taken the trouble personally to examine and audit my accounts of the application and expenditure of the State appropriation, as submitted to him at different periods during the year.

My accounts of receipts and disbursements derived from the "Peabody Education Fund" were closed early in June, and duly forwarded to the honorable Treasurer of your Board, as directed by the Trustees at their last meeting.

Their annual and most necessary appropriation in aid of the College continues to be applied to the payment of salaries, substantially as was arranged with Dr. Sears. In cases where additional salaries have been required, or existing salaries have been raised by the State Board of Education, the sum required has been taken from the State appropriation.

The sum paid to students holding "Peabody Scholarships" from the different States varies necessarily from year to year, and is determined by the question whether every State has filled her

quota, and by the health, etc., of the beneficiary permitting his continuance at the College.

The distribution of so large a sum of money as is required, among so many different persons, upon prescribed conditions, is a work involving much carefulness and responsibility. The requirements for obtaining and holding these scholarships, as published in our annual Catalogue, etc. are, without doubt, familiar to you. That none of this money is ever misapplied, I cannot pretend to say; but I have no hesitation in asserting, that, to a person with an intimate inside view of the business, the wonder is that so little of it fails of its purpose.

This money, thanks to the promptness of your Executive Committee and the General Agent, through whom it is received, is generally ready for distribution to the beneficiaries on the first of each month, in sums of \$25 to each person. From each of these persons a receipt is taken by me personally each month.

The regularity with which I am enabled to pay out this money has caused it to be regarded as an almost sure reliance to the multitude of boarding-house keepers and their army of landlords, bakers, butchers, grocers, etc.; and, as the students are required by our rules to pay their board, etc. immediately on receipt of the money, much of it becomes widely distributed at once. The care of these students, male and female, far from home as the most of them are, is not only quite burdensome at times, but is a source of constant solicitude, necessarily, to the President, on whom it devolves.

A very large proportion of those holding scholarships are in humble, if not straightened circumstances, and not unfrequently reach us from distant homes without a cent at command, and sometimes appeal to my sympathies to such a degree as almost to *require* me to help them from my private means.

In our recent conference I think you observed, in passing, that the question had been raised, whether the sum of \$200 per annum for two years, to the present time constituting a scholarship, could not be diminished, and the number of scholarships proportionately increased. As a Committee of your Board is understood to have the business in charge, I would not wish, in any respect, to anticipate its report. I may, however, perhaps properly state that, in my judgment, the scholarships cannot be safely reduced, at least

so long as those who hold them are generally so impecunious. Two hundred dollars but little more than pays for board, washing, and other necessities, and any balance would fail to cover traveling expenses or clothing. A reduction would, I fear, operate to cut off entirely the great majority of the beneficiaries. The State of Tennessee, a few years ago, tried the experiment of State scholarships at \$100 each, but they were scarcely sought for, except by a few persons living in the vicinity.

The State Superintendents of Education, to whom has been intrusted the selection of the candidates from their respective States, seem to be becoming more and more anxious to be well represented at the College; and though they are perhaps sometimes disappointed, possibly disgusted, as some of them have said, with the difficulties encountered in making their selections, I am confident that the diminishing number of failures resulting from the tests applied at the College are not so much a source of grief as a stimulus to redeem the reputation of their delegations. It may not be out of place to say, that these gentlemen have at all times, with great apparent heartiness, co-operated with me in my efforts to render these scholarships as useful as possible, and have generally shown a most gratifying appreciation of the College and its work.

Immediately after the conference with you, before alluded to, I drew up a series of questions designed to elicit from the State Superintendents of Instruction, as the highest educational authorities and most interested parties in their States, their opinion in respect to the "Peabody Scholarships" at our College; — the general estimate put upon them; the eagerness or otherwise with which they are sought; their present and prospective usefulness to the State; the manner in which the obligations entered into by the beneficiaries have been regarded, etc. The replies have been in all respects highly gratifying in regard to the faithfulness of these persons in keeping their pledges, concerning which I have felt much anxiety. Were it not that it would greatly increase the length of this letter, I would have been glad to have incorporated all these replies; but they seem to me of sufficient interest to warrant me in sending you extracts in a *separate* paper.

At the close of the questions, it will be observed, I invite the Superintendents "to make any suggestions they see fit, either in

this connection, or at any other time." It has been my constant desire, and, I believe, in accordance with your views, to maintain as close an official and friendly connection with these gentlemen as possible, and to secure, not merely good-will, but hearty co-operation also in the work the College is trying to do. The success of these efforts during all these years, with these many and important educational officials, has been even greater than I could have anticipated, and has done something, I would fain hope, towards increasing, if that were possible, the high estimation in which the efforts of your honored Board to promote the well-being of this part of the country are held.

Since the last meeting of your Board, a small and well-appointed Gymnasium, for health purposes strictly, then just completed, has been opened under the direction of a gentleman for the male department and a lady for the female. The latter department especially is most carefully conducted, by a lady of some maturity, of fine manners and accomplishments, trained and recommended by Dr. Sargent of Cambridge. In addition to the management of the Gymnasium, she is expected to watch over the health and comfort of the young ladies, and to supply, as far as possible, a mother's care and intelligent advice to these persons so far from their homes. The success of the Gymnasium, conducted on this quite novel plan for this part of the country, is almost unparalleled.

The new and extensive Chemical Laboratory was dedicated and partially opened towards the close of the session, and will be in full operation during the coming year. Here all the students, male and female, not only will be instructed in the first principles of this great study and their application, but will be taught how much and what kind of chemistry may be properly introduced into the various grades of schools, — how to make for themselves simple apparatus, and to conduct such portions of the study as would be likely to be of the greatest practical value in the most interesting and attractive, as well as inexpensive manner.

The legitimate demands of the College having been met, the Professor in charge is expected to furnish instruction for such as may desire advanced work and investigation. The State Board of Health, and other bodies having the welfare of the community in view, are already availing themselves of his knowledge and

ability. Already public attention has been most favorably attracted to these new features of our College.

The session closed with the usual graduating exercises in May, somewhat modified to make suitable place for an address to the College and public by your eloquent and distinguished General Agent, Dr. CURRY, who also awarded the Peabody Medals and made the parting address to the Senior Class. Dr. CURRY was eloquently and appropriately introduced by His Excellency, Governor BATE, of Tennessee.

As soon after the opening of the session as the affairs of the College will permit, I hope to carry into effect a long-cherished plan for visiting the most prominent Normal institutions of the country. I wish to see for myself where we stand, by comparison, and to bring back to the College whatever of importance to our work I may discover.

The enterprise, which under your auspices has so wonderfully progressed hitherto, is a great one, and I close by assuring you that correspondingly great efforts will be constantly put forth to render the College more and more useful to this community, and to carry out your intelligent, philanthropic, and patriotic views, in regard to this people.

With highest respect and esteem, I have the honor to be,

Most truly yours,

EBEN S. STEARNS,

Chancellor University of Nashville, and President State Normal College.

COPY OF QUESTIONS

respecting "Peabody Scholarships," sent to State Superintendents of Instruction, with extracts from their replies.

STATE NORMAL COLLEGE, NASHVILLE,
August 22, 1885.

HON.....,

State Superintendent Public Instruction :—

DEAR SIR,—As the "Peabody Scholarship" feature of our College for the Promotion of Education in the Southern States has been in operation for several years, I take the liberty of asking you to aid me in obtaining some knowledge of their value and adaptation to the educational interests of your State.

1. Are the scholarships much sought for, and how is an appointment to one generally regarded?
2. What proportion of the actual graduates from your State, do you suppose, have redeemed in good faith their pledge to "teach at least two years," etc.?
3. What proportion seem to regard teaching as a life profession?
4. What has been the success of these persons?
5. How do they generally rank as teachers?
6. What influence do they seem likely to exert upon educational interests?
7. What can be done to secure greater faithfulness in redeeming their written pledges to teach, etc.?

Of course, we all understand that the most of these teachers are yet comparatively young, and in many cases can only give *promise* of what is to be expected of them in the future; still, I would be glad to learn from you how these scholarships are regarded.

I would be glad, also, in this connection, or at any time, to receive from you such suggestions as will tend to increase the value of these scholarships to your State, as seen from your standpoint.

Is it desirable to increase or diminish the number assigned to your State?

I shall esteem a reply at your earliest convenience a great favor.

Yours sincerely,

.....,
Chancellor, etc.

REPLIES TO THE ABOVE.

Hon. WARREN EASTON, State Superintendent of Education, Louisiana, says:—

"Judging from the number of applicants for the scholarships, I would say that they are generally regarded as a thing worthy of being sought after.

"As far as I know, every one of them has taught, or is now seeking position to teach; some of them, as you know, are not more than a few months from the College. The understanding with each applicant, when he took his pledge, was that he would make teaching a life profession.

"I think this subject will be one of growing interest. The 'people' are awakening from the lethargy to the importance of education in our State."

Hon. ALBERT J. RUSSELL, Superintendent of Public Instruction, Florida, says : —

"To illustrate how much these scholarships are sought after, I will state that for the one vacancy which exists for this year I have already eleven applicants : not only the applicants themselves are urgent and importunate, but their parents also, as well as heads of schools which the applicants have been attending.

"I think at least three fourths of those who have graduated are engaged now, and have been attending upon school-work as teachers, either in this State or those adjoining, and but recently one young man, who seemed to have ignored his obligations, has written me upon the subject expressing his regrets, and asking me for a first-class certificate, assuring me he intends to more than redeem his pledge, if in his power.

"I do not know that I can answer correctly the question referring to the profession of teaching as a life-work. Most of the graduates are antecedent to my official existence, and therefore I am not as intimate with them as with those graduating under my observation.

"It is enough with our people to say to them, this young man or woman is a graduate from Nashville. Young Graham has been with me, this is now the second year, as one of my instructors in Institute work, and has won laurels everywhere. We carry our Institutes into each county. This year we have been holding them every week since the 1st of April, and will conclude, September 30th, at Appalachicola, when young Graham leaves to take the principalship of the very large public school at Key West.

"The influence exerted by these young men and women can be nothing but salutary, and is uplifting and upbuilding our educational interests in every way.

"I should rejoice could we have at least just double the number of scholarships now given us. The Peabody Trustees are doing a grand and noble work in making and giving them to the various Southern States, and you, my dear sir, with the noble Faculty of men and women you have associated with you, are second only to the Board in this magnanimous work."

Hon. B. S. MORGAN, State Superintendent of Education, West Virginia, says : —

"These scholarships are much sought after, and an appointment highly prized.

"Every graduate belonging to West Virginia has so far kept his pledge to teach.

"I cannot state what proportion seem to regard teaching as a life-work, but the majority of them now are engaged in the work for life. The Peabody Scholarship graduates in West Virginia have succeeded well in teaching, and they rank high. They are generally enthusiastic and active, and progressive, and are calculated to exert a good influence on the educational work of the State."

Hon. J. A. SMITH, State Superintendent of Education, Mississippi, says : —

"The scholarships at the College were eagerly sought for, and the favored few were regarded as very fortunate.

"The number of actual graduates from the College that have redeemed in good faith their promise to teach at least two years is, I regret to say, so far as I am able to judge, comparatively small, owing to the superior inducements in the way of pay in the public schools of other States, especially Texas. Many of our Mississippi graduates from the College left the State for more inviting fields, and have been lost sight of. Those of them who have adhered to the work succeeded well, and are exerting within their sphere a good and wholesome influence, not only by their superiority educationally speaking, but by their improved methods of teaching."

Hon. G. J. ORR, State Commissioner of Public Instruction, Georgia, says : —

"I have gone through my records here and find that I have made sixty-three appointments to scholarships.

"Of these twenty-four may be considered teachers by profession, as they have been continuously teaching up to this date. I *know* of the 'whereabouts' and occupation of that many. Others *may* have been teaching regularly.

"Of my appointees, four are now in the schools of Atlanta, and one is now in China as a missionary. Two are in the schools of Macon."

After speaking of many of the appointees individually, he says: —

"I think all of the foregoing are doing well. Some of them are rendering a very high degree of satisfaction. You will see from the foregoing statement that I am of the opinion that the Normal College at Nashville has done a valuable work for us.

"You ask whether appointments are much sought after. I have just made twelve appointments. There were more than fifty applicants. If I were to advertise, I should have more than double the number of applicants.

"You ask, further, whether in my judgment the number of appointees ought to be increased or diminished. Increased I should say, by all means. I should be glad to appoint double the number. This statement is made upon the supposition that the amount of funds would justify increase."

HON. BENJAMIN M. BAKER, State Superintendent of Education, Texas, says: —

"This year there were more than fifty applicants, from every quarter of the State. The winning of a scholarship is esteemed a very high honor in our educational circles.

"I am happy to be able to say, that in every instance the graduates of your College who were sent by this State as recipients of the benefits of the Peabody Fund have kept their pledge. They are all still engaged in teaching, and command the highest respect, ranking among the very first in the State, and exerting a most beneficial influence on educational interests. From their enthusiasm in the cause, I think I can safely say that they have all embarked for life in the profession. It would give me great pleasure to receive authority to increase the number allowed to Texas. Our appointments this year were made upon competitive examination, as already stated in a previous letter notifying you of the appointments. Very many worthy applicants were disappointed. The number of applicants was greater than I had anticipated, and it was a source of distress to me that I could not appoint more."

Hon. SOLOMON PALMER, State Superintendent of Education, Alabama, says :—

"Scholarships are eagerly sought after and appreciated. I have been in office but a few months, but I think a majority, if not all, are disposed to comply strictly with their obligations to teach two years. I could have given you twenty pupils this year as easily as ten, and all worthy and of fine promise. I selected from some fifty applicants, and took those, where I could, who had already some experience as teachers, as they will most likely make it their life-work."

Hon. S. M. FINGER, State Superintendent of Education, North Carolina, says :—

"The scholarships are much sought for ; so much so, that I have largely more applications than can be accommodated. The appointments are generally very favorably regarded. I have no accurate information on the subject, but, from personal knowledge and other sources of information, I think that most, if not all, of the graduates have redeemed their pledges to teach two years in the State. These persons are successful as teachers as a rule, and I know some who rank high already in the profession, and are having a very beneficial influence upon educational interests in the State. I have so many applications, and am so thoroughly impressed with the beneficial effects of these scholarships, that it seems to me the number might be very properly increased. I know, however, the importance of making judicious appointments, and of impressing upon each applicant the responsibility he assumes upon the acceptance of a scholarship. I shall use my best endeavors in this behalf, preferring not even to have the full number rather than to fill the places with persons who will not be both competent and disposed to fully meet their obligations."

Hon. W. E. THOMPSON, State Superintendent of Education, Arkansas, says :—

"Allow me to say that these scholarships are much sought for, and that from all parts of the State. You are aware that there are but three vacancies for this year for Arkansas. I have twenty-one applications in my office to-day ; and this number would

have been indefinitely increased but for the small number of appointments. These appointments are looked upon as most honorable, and, as the standard of our public education improves, will be sought for with a greater avidity.

"So far as my contact with school officers has afforded me the means of passing upon the popular estimate of these appointments, I can only say that the graduates are held in good esteem as teachers, and are sought for by directors."

Dr. CURRY made some remarks on the subject of Teachers' Institutes, stating that he had not carried out rigidly the Resolution in regard to such schools, which was passed at the last Annual Meeting; and, on motion of Governor FISH, his action was approved.

Mr. EVARTS, in behalf of the Committee to whom was referred that part of the Chairman's address relating to the death of Mr. WETMORE, made the following Report, which was unanimously adopted, all the members of the Board rising when the vote was put:—

The Committee appointed to present a suitable minute upon the death of Mr. WETMORE to be entered in the records of the Board, respectfully submit the following:—

Resolved, That this Board has heard with a sensible grief of the death of their esteemed associate, Mr. SAMUEL WETMORE, and desire to acknowledge the value of his great services to the Board, and to the interests of the administration of the Peabody Fund, and his steadfast and stainless character as a merchant and a citizen.

Resolved, That the conduct by Mr. WETMORE of the office of Treasurer of the Board for eighteen years, the whole period of the existence of the Peabody Foundation, has been governed by an absolute integrity, a scrupulous and circumspect care, and a uni-

form urbanity of manner, which have received the confidence, respect, and affection of all his associates.

Resolved, That a copy of these Resolutions be communicated to the widow and family of our deceased friend, with our expression of sincere condolence with them in their great bereavement.

Mr. STUART, in behalf of the Committee to consider the tribute paid to General GRANT, submitted the following Report and Resolutions, which were unanimously adopted, all the members rising when the question was put:—

THE Committee to whom was referred so much of our Chairman's opening Address as refers to the death of General U. S. GRANT, have had the same under consideration, and respectfully submit the following

REPORT.

Death has again broken the ranks of our Board. General ULYSSES S. GRANT, the laurel-crowned warrior, the statesman who was twice elevated by the suffrages of the American people to the Presidency of the United States, the large-hearted patriot whose affections and aspirations during life were dedicated to his country's welfare and honor, the soldier who fought through long years of war that peace and all its attendant blessings might be secured to his countrymen, has been summoned from our side.

He went to his grave honored and lamented by men of all sections, and parties, and races. Men who had been arrayed against him on the battle-field twenty years ago were no less sincere in their grief for his death than those who had stood by his side in the deadly encounters of war. All appreciated his patriotic purposes. All admired his heroic courage and steadfastness. All honored his truth-

fulness and fidelity to every obligation. Bold, fearless, and aggressive in war, he was humane and magnanimous in the hour of victory. When, mainly through his efforts, civil war had ceased, he was among the first to seek to calm the angry passions to which it had given birth, and to invoke the blessings of peace and the restoration of union in fact as well as in name.

All remember how his patriotic appeal to his countrymen at the commencement of his first Presidential term, "Let us have peace," thrilled the heart of every true American from the Lakes to the Gulf, and from the Atlantic to the Pacific. From that hour to the close of his earthly career there is good reason to believe that the first wish of his heart was to witness the fulfilment of that prayer. When he stood as it were on the verge of the grave, — when his mortal frame was wasted by disease, and his *tongue* had lost the power of giving utterance to the thoughts which filled his great soul, — he made the *hand* which had so successfully wielded the sword in defence of the Union its substitute, to record his gratitude to God for having permitted him to live long enough to witness the restoration of union and fraternity between his lately discordant countrymen.

These noble sentiments sank deeply into the American mind, and awakened an echo in every patriotic heart. When he was stricken with the disease which finally proved fatal, the hearts of the people of all sections overflowed with sympathy; and when the end came, a wail of grief was heard throughout our whole country, which found expression in popular meetings, through the public press, and in every other mode of testifying respect and affection known to civilized society; and his obsequies were celebrated with a solemn pomp and ceremony unparalleled in our country since the death of WASHINGTON.

General GRANT was one of the sixteen original Trustees named by Mr. Peabody himself to administer his benefi-

cent trust in behalf of the illiterate children of the Southern States. He was in full sympathy with the purpose of the founder of the trust, and earnestly and cordially co-operated with his associates in their efforts to fulfil it.

At the date of his appointment, he was, with probably one exception, the youngest member of the Board, and his robust frame and apparently vigorous health gave promise of long life. But as it has pleased Him in whose hands are the issues of life and death to order otherwise, all that remains for us is with bowed heads and reverent hearts to submit to His decree.

Having assembled now at our Annual Meeting for the first time since this great affliction fell upon us, we, the surviving members of the Board of Trustees of the Peabody Educational Fund, gladly embrace the opportunity to place on our official records this testimonial of our profound esteem for the character of our deceased associate, of our sincere grief at his loss, and of our sympathy with his widow and family in their bereavement.

Of the achievements of General GRANT as a soldier and a statesman, we have purposely forborne to speak more fully. They are of too recent date, and in some respects too closely connected with the political and party contests of the day, to admit of impartial judgment by contemporaries. We therefore remit these subjects to the domain of history, to which they properly belong.

But there are aspects of his character and attributes of his nature which elevate him far above the plane of the mere politician. Upon these all can dwell with pleasure. His heroic courage, his unselfish devotion to his country, his fidelity to his friends and his magnanimity to those who had been his enemies, his prompt obedience to every call of duty, and his broad and catholic patriotism, which embraced in its scope his whole country, and ignored all sectional divisions, must command the approval of all good

men. Like Washington, he believed "the union of the States" to be "the palladium of our political safety and prosperity"; and no one was more prompt than he "to frown upon the first dawning of every attempt to alienate any portion of our country from the rest, or to enfeeble the sacred ties which now link together the various parts."

Whatever differences of opinion may exist as to the wisdom of special acts which he felt called on to perform during his long and brilliant career, few will be found disposed to question the purity of his motives, and a still smaller number to deny his title to be regarded as one of the most illustrious men of the nineteenth century.

In private life he was faithful in the discharge of every duty. A devoted husband, an affectionate and indulgent father, a law-abiding citizen, a kind neighbor, a courteous and affable gentleman, he enjoyed the confidence and esteem of all who knew him, and few had warmer and more steadfast and devoted friends.

As a member of this Board he was prompt in his attendance on its sessions, and an active and zealous supporter of every measure proposed by it for the promotion of the sacred trusts committed to its charge, and the surviving members will never cease to deplore the loss of his companionship and the withdrawal of the moral weight and influence which his great name gave to the deliberations and action of the Board.

RESOLUTIONS.

Resolved, That the foregoing Report be approved and adopted by the Board, and that it be spread at large on our record as a heartfelt, though imperfect, tribute of affection and respect by the surviving members of the Board to the memory of their late distinguished associate.

Resolved, That our Chairman be requested to transmit a properly authenticated copy of these proceedings to the widow and family of General GRANT, with an assurance of the profound sympathy of each and every member of the Board in their sore bereavement.

J. PIERPONT MORGAN, Esq., of New York, was chosen a Trustee in place of Mr. WETMORE.

GROVER CLEVELAND, President of the United States, was chosen to fill the vacancy in the Board caused by the death of General GRANT.

Adjourned to Thursday at 11 o'clock, A. M.

October 8.

The Trustees met agreeably to adjournment.

Present: Mr. WINTHROP, the Chairman, and Messrs. FISH, AIKEN, STUART, WAITE, WHIPPLE, LYMAN, HAYES, MANNING, DREXEL, GREEN, PORTER, and Dr. CURRY, the General Agent.

The records of the last meeting were read and accepted.

Bishop WHIPPLE moved that the relations existing between the Nashville University and this Board be referred to a Select Committee, which was accordingly ordered; and Messrs. WAITE, EVARTS, PORTER, and WHIPPLE were appointed as the Committee.

In connection with this subject the Chairman read the following communication, received a day too late to be presented at the last Annual Meeting:—

NASHVILLE, TENN., Sept. 29, 1884.

HON. ROBERT C. WINTHROP, *President of the Board of Trust of the Peabody Education Fund.*

HONORED SIR, — With high respect I transmit the enclosed. The State Normal College of Tennessee is peculiarly the offspring of the Peabody Education Fund. So soon as this Fund was established, the idea of the present scheme was outlined in a Report made by myself to the Board of Trustees of the University of Nashville, which Board I had then the honor of serving as Chancellor of the University. Your Agent, the illustrious Sears, with his usual solid prudence and far-sighted wisdom, at once grasped both the brilliancy and the weaknesses of the scheme. Under his guidance your Board made it a reality.

Now the State of Tennessee contributes ten thousand dollars per annum to its support. It is the custom in Tennessee biennially to inspect and report upon institutions of all descriptions which receive State aid. Ordinarily this is done by a Committee from the two Houses of the General Assembly during its sessions. In this instance, however, probably to avoid all party complications, it is made the duty of this Board, which directs the expenditure of the Fund.

In performing this duty the State Board of Education earnestly desires the co-operation of the two Boards which from the beginning have done the major part in founding and sustaining an institution so useful and honorable to the State of Tennessee, and the entire South.

Very truly, your obedient servant,

J. BERRIEN LINDSLEY,
Secretary State Board of Education.

*From the Minutes of the Tennessee State Board of Education,
September 27, 1884.*

Whereas, it is provided by Chapter CCLV. Acts of 1883, Section 3, "that the State Board of Education shall, at proper times, inspect the management of the State Normal College, and audit the accounts for the disbursement of the funds and make a biennial statement through the Governor to the Legislature showing

its condition, and otherwise guard the State's interest in the same," —

Therefore *Resolved*, That this Board appoint a Commission to make the inspection required by the foregoing section, at the present meeting, and that in order to produce harmony and co-operation between the several Boards, having a common interest in and guardianship over the Normal College, the Trustees of the Peabody Education Fund, and the Trustees of the University of Nashville, be respectfully and earnestly invited to appoint a similar Commission, each to unite with that appointed by this Board, to make a joint inspection and report as thus provided, and said inspection and report shall be made before the meeting of the Tennessee Legislature in January next.

Resolved, That the above preamble and resolution be transmitted by the Secretary to the Presidents of the respective Boards before mentioned.

A true copy.

J. BERRIEN LINDSLEY,
Secretary.

A letter was read from ROBERT M. LUSHER, Esq., of New Orleans, which was laid upon the table.

Judge MANNING, of Louisiana, in behalf of the Committee on the defaulted bonds of Mississippi and Florida, presented the following Report, which was accepted, and the Resolutions unanimously adopted: —

To the Trustees of the Peabody Fund: —

Your Committee upon the Mississippi and Florida Bonds beg leave to report that they advise the same action to be taken now upon the neglect of Florida to pay the interest upon her bonds that was taken last year upon the Mississippi bonds.

There is some difference in the two cases, but the main and salient fact is common to both. Neither has paid,

nor does either promise to pay. During the eighteen years of this Board's existence Florida has annually received her fair proportion of our revenue. She knows that she owes this great and beneficent Trust an annual sum which would materially augment its income. Mr. Peabody, in his letter of June, 1869, described this item of his donation as "Florida six per cent bonds, which with overdue coupons amount to about \$384,000"; and added: "These bonds, like those of Mississippi, must before many years be paid. The Territory of Florida obtained the money on these bonds in Europe at about par, and loaned it to the Union Bank as capital. . . . The small amount of these bonds now outstanding must, I think, before long induce Florida, as an act of justice long delayed, to make provision for their payment."

Sixteen years have elapsed since this confident hope was expressed, and it is as far from fulfilment now as then. The pretence that the Territorial loan was not authorized by Congress is unworthy of the State. The bonds that we hold are devoted to a sacred trust. The children of Florida are the beneficiaries of it, alike with those of her sisters that suffered from the ravages of war. Our duty is to those children. Had Florida paid her annually accruing interest, our income would have been increased \$8,580 every year. That is more than her fair share of our income. It is not just to the children of other States that she should partake of the bounty of our founder until she pays or makes provision for the payment of that part of the debt she owes his Trustees.

Your Committee propose the accompanying resolutions:—

Voted, That, in view of our obligations to the children of the other Southern States and of their needs, and of our duty in the absolute discretion given to this Board by Mr. PEABODY in the distribution of the limited income of the Fund, our General Agent be

instructed to omit Florida in the distribution of the income of our Fund, until she pays the annual interest on her bonds that we hold, or makes some provision for the recognition and adjustment of those bonds.

Resolved, That the General Agent, in carrying into effect the foregoing vote, be instructed not to change the standing or continuance of any scholar from Florida now in the Normal College at Nashville.

T. C. MANNING,

October, 1885.

Chairman.

Mr. WINTHROP, for the Executive Committee, submitted the following Resolutions, which were unanimously adopted :—

Resolved, That the Trustees of the Peabody Education Fund have received with sincere regret the announcement by Dr. CURRY, that, having accepted the appointment of United States Minister to Madrid, he must decline a re-election as the General Agent of this Trust ; that the Trustees desire to enter on their records the deep sense which they entertain of the fidelity and devotion with which he has discharged his duties for more than four years past, and of the great success which has attended his labors ;—and that the grateful regards of the Trustees will follow him into his new sphere of public service, with their best wishes for his health and happiness.

Resolved, That the appointment of a General Agent be postponed for consideration until the next meeting of the Board, with authority to the Executive Committee, in the mean time, to make such temporary arrangements for the conduct of the General Agency as they may find necessary.

Resolved, That our next meeting be held, as usual, on the first Wednesday of October next, unless the Chairman, by the advice of the Executive Committee, shall call a meeting at an earlier day.

Dr. CURRY was authorized to act as General Agent for the Board, during his stay in the country, as long as may suit his convenience.

Dr. GREEN was authorized and requested to conduct the correspondence of the Board, to sign checks, and otherwise to act under the advice and control of the Executive Committee, performing temporarily the duties of the General Agent. A sum not exceeding \$1000 was appropriated for the payment of incidental expenses relating to these duties.

A vote of thanks to Mr. DREXEL was passed for his services as Treasurer since the death of Mr. WETMORE.

Mr. J. PIERPONT MORGAN was chosen Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance.

The Officers of last year, subject to election, were rechosen.

The Auditing Committee presented their Report, as follows: —

The Committee to whom were referred the account of the General Agent and the Reports of the late Treasurer, Samuel Wetmore, to March 27, 1885, and of the present Treasurer, A. J. Drexel, to October 1, 1885, find that the General Agent's account is properly vouched, and that the sums received correspond to those paid by the Treasurer, and that there are vouchers for all payments charged by the Treasurer; and there remained in his hands, on deposit in the Bank of America, \$27,545.16.

And your Committee further find, that the accounts of President Stearns, of the University of Nashville, are properly vouched, and correspond with the payments of the General Agent.

Respectfully submitted,

THEODORE LYMAN.

JAS. D. PORTER.

The Standing Committees were appointed as follows : —

Executive Committee: Hon. A. H. H. STUART, Hon. WILLIAM M. EVARTS, Chief Justice M. R. WAITE, Hon. THOMAS C. MANNING, Hon. JAMES D. PORTER, with the Chairman, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, Hon. HAMILTON FISH, Chief Justice M. R. WAITE, Colonel THEODORE LYMAN, ANTHONY J. DREXEL, Esq., with the Treasurer, *ex officio*.

Adjourned to the first Wednesday in October, 1886.

SAMUEL A. GREEN,

Secretary.

APPENDIX.

I.

ADDRESS

*In Response to an Invitation from the Senate and House of
Representatives of Alabama, February 6th, 1885.*

BY HON. J. L. M. CURRY, LL. D.,
GENERAL AGENT OF THE PEABODY EDUCATION FUND.

IN introducing Dr. Curry, GOVERNOR O'NEAL said : —

Senators, Representatives, and Fellow Citizens :

I have been requested to introduce to you a distinguished gentleman, eminent for his talents and for his virtues, and who has a national reputation. Formerly a distinguished citizen of the State of Alabama, he has rendered great service to his State in the General Assembly, and in the Congress of the United States. It affords me pleasure to introduce to you the Hon. J. L. M. Curry.

DR. CURRY said : —

Governor, Senators, Representatives, Ladies, and Gentlemen :

Loving as I do the State of Alabama with all the intensity of an earnest nature, devoting as I do all the energies of my being to the cause of the education of the masses of both races, I do not ascribe the honor of this invitation to anything personal to myself, but to the fact that I am the agent of the Peabody Education Fund, — the most magnificent gift ever made by a single person in the interest of humanity. It was not, mark you, made to his own section, exultant in victory, but to a people smitten, peeled, subjugated, over whose fair and fertile fields rolled a tide, the re-

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flection of the inky blackness of which darkened the heavens. It was the first voice of cheer and hope that came to the South while her heart quivered in speechless agony, and was in aid of those who had suffered most from the ravages of a fratricidal war. The Southern States, in testimony of their gratitude, should unitedly erect, in the hall of the nation's glory in Washington, a statue of marble or bronze to their illustrious benefactor.

A State government is a representative republic. A representative is chosen for his patriotism, fidelity, wisdom, and integrity. It surely is a high honor to have the welfare and liberties of a people committed to one's hands. To the discharge of these high duties he should bring a clear head and an honest heart, — a mind well stored by diligent and painstaking study, a judgment free from prejudice, and a courage and conscientiousness which bribes, intimidation, selfishness, or fear of popular displeasure, cannot shake. He reflects the conscience, the high resolve, the intelligent patriotism, or the passions and hates of his constituency. He is a lawmaker. Law is the expression of sovereignty. Behind law, which should be the embodiment of justice and right, sits enthroned for its enforcement the power, the majesty, of the commonwealth. I believe with Sir James Mackintosh, that "there can be no scheme or measure so beneficial to the State as the mere existence of men who would not do a base act for any public advantage, and that a State can possess no richer patrimony and no purer wealth than the stainless honor of its public men," — men of earnest convictions and noble aims, to whom "power is not a possession to be grasped, but a trust to be fulfilled."

The Constitution of Alabama, which on the threshold of your legislative duties you swore to support, enjoins that "the General Assembly shall" — an imperative word — "*shall* establish, organize, and maintain a system of public schools throughout the State for the benefit of the children thereof." This is not a temporary, local, or subordinate duty. It is general, continuing, paramount, affecting the present and the future, every family, every citizen, and every interest of the State. These schools are the colleges for the people, the masses, and in their successful maintenance is the real test of political intelligence and statesmanship. Education, in a broad sense, includes all the influences that result in growth. It is the product of all the institutions, all the environ-

ments of man. It comprehends whatever helps to shape the human being, to stimulate faculties to action, to form habits, to mould character, to make the individual man what he is, or to hinder him from being what he is not. It is both a result and a process. For our purpose, let us consider it a process of development and transformation, so as to realize the ideal man and accomplish the end of his being. Education is then not to be tested by the quantity or kind of knowledge acquired, so much as by the capacity for using knowledge and the "extent to which knowledge gained has been turned into *faculty* so as to be available for purposes of life." The "new education," of which we hear so much, means the best method that the experience of four thousand years, and the improved knowledge of the human mind and of child nature, have evolved for bringing a skilled teacher in contact with the mind of the pupil.

This capacity for education and for spiritual religion differentiates the human species from the lower animals. The range of their acquisitions is limited, and is usually referred to instinct, as superseding the necessity of reason. Man is made for education as much as the earth is for culture. Truth and mind are as much complementary as light and the eye. The nature and the needs of man are the same, and hence education is a universal necessity and right. The child of the poor man, of the black man, has the same indefeasible *right* to the unfolding of his powers, the exertion of his faculties, with the child of the rich man or of the white man. There is the whole argument in a nutshell. Wherever there is a man, — man by virtue of his creation in God's image, — a responsible, volitional, immortal man, — he has a right to the fullest moral and intellectual development, and to me it seems arrant blasphemy to deny it.

Education is not only essential to the usefulness, happiness, and dignity of man, to truest manhood and womanhood, but also to good government and high civilization. An ignorant people needs restraint, repression, visible and strong authority; a wise people may be intrusted with self-government. "The maximum of education is the minimum of government." Civilization, good order, and refinement are proportionate to intelligence. Crime is often to be traced to ignorance or improperly developed faculties. The records of any criminal court or penitentiary will show that the

criminal classes are largely furnished by illiterates. The President of the Council on Education in Great Britain recently said, "One of the great features of the working of the Education Act had been the startling diminution of crime, especially among juveniles." Mr. Forster, the author of the act, in a late speech, referring to the diminution of crime, said "that progress great and material had been made in the habits, almost in the natures, of men. . . . The two great causes of the beneficial change are education and temperance. As the schoolrooms grow full, prison cells become vacant. . . . It is far cheaper to pay even a moderate schoolmaster than the best of prison wardens." The Report of the Bureau of Education for 1872, summing up the evidence of the intimate relation of crime and ignorance, says that one third of all criminals are totally uneducated, that four fifths are practically uneducated, and that the proportion of criminals from the illiterate classes is at least tenfold as great as the proportion from those having some education. Education is not regeneration nor a substitute for it, but developed mental power certainly lessens subjection to lower appetites and brutal instincts. As you multiply mental resources, the taste for the gross and sensual is somewhat corrected and subdued, higher enjoyments are opened, and one's mere impulses are held in check by the habit of thinking and the companionship of good books.

Education is the fundamental basis of general and permanent prosperity. Poverty is the inevitable result of ignorance. Capital follows the school-house. Thrift accompanies governmental action in behalf of schools. Macaulay, in urging an educational grant, said that state education in Scotland, "tried under disadvantages, produced an improvement to which it would be difficult to find a parallel in any age or country." "In spite of the rigor of the climate and the sterility of the earth, Scotland became a country which had no reason to envy the fairest portions of the globe." "If we look at the matter in the lowest point of view, if we consider human beings merely as producers of wealth, the difference between an intelligent and stupid population, estimated in pounds, shillings, and pence, exceeds a hundred fold the proposed outlay." Education opens to the masses new avenues of business and profitable careers, and puts in the hands of all an instrument whereby alone advance in life becomes possible. Success and

wealth are to the largest intelligence rather than to the largest capital. Potentiality is more in the brain than in the muscle. The two must form partnership. As the world makes strides, a greater faculty, more industry, and more intelligence are required. Unless the laborer is educated, civilized nations are now seeing that his industrial products cannot sustain competition in the markets of the world. Mr. Mundella states that forty years ago Germany and other nations saw that the only way to compete with the industries of England, which had an unrivalled geographical position and could command capital at the lowest rates of interest, was not by wealth, but by intelligence; and as a result Liebig introduced science and art in connection with the German industries. Berlin has lately opened a technical college which cost £340,000. England realizes that, if she holds her own as the foremost industrial nation, she cannot neglect technical education. France, attributing the rise of Germany to her system of education, is making gigantic efforts in the same direction. If we unite the practical knowledge of field and workshop with the intelligence and knowledge that science brings to bear, we can soon understand what Watt and Stephenson, Bessemer and Whitworth, Howe and Whitney and Edison, have done in forwarding the industries of the world.

Borrowing the thought and somewhat the language of Dr. William T. Harris, I advance a step in the argument, and affirm that the recognition of government makes things become property, and confirms and protects. The quality of the property depends on the community which recognizes it. In a cultivated community it is raised to a high potency of value. In a barbarous community it may not be worth the risks incident to its possession. Franchises, vested rights, incorporeal hereditaments, copyrights, patent rights, etc., are the outgrowth of civilization, and all imply advanced intelligence. Property in the highest sense exists only where the largest enlightenment obtains. This enlightenment obtains in proportion to the universality of education. Education is approximately universal only where it is organized, controlled, and maintained by the State. Property in the highest sense can exist only where it is taxed for the education of the people.

Some contend that it is unjust to burden their property with the education of the children of other people. It may be well to remember that the rights of property are put on a firm basis when

its duties are practically acknowledged, and it is to the interest of property to make a generous acknowledgment of these obligations. The rights of property harmonize with the right of men to be educated, to live truly and worthily, to attain the end of their creation. Property must pay a ransom for the privileges it enjoys, and it will find it to its advantage to provide insurance against the risks to which it is exposed, to guard against the perils of ignorance, agrarianism, nihilism, and dynamite. Education, it is true, is for the advantage of the children, but also of the community, and the community ought to pay for it. To compel the poor, even if they were able, to educate their children, is a tax not proportionate to their ability, but to their wants and necessities. Taxation is not an unmixed evil. When taxes collected are expended for just administration, wise and honest government, maintenance of good roads, providing adequate supply of water and light, and sustaining public schools, they are not so much a burden as a proper distribution of a part of the annual product for the protection and welfare of society. Dr. Mayo, so well known and esteemed in the South for his ministry of education, forcibly says: "The State or community that taxes bravely and amply for public education will find itself more and more relieved from the thousand perils of public dishonesty, public corruption, and the hateful charge for crime and pauperism, and the manifold curses that, like a flock of buzzards, hang over an ignorant people."

Universal education is indispensable to American citizenship and free institutions. For good or for evil, in the United States, Democracy has triumphed, and popular government has supplanted the government of the few. In populous countries there is always a helpless, shiftless class, who in a republic are both a burden and a danger. The problem of free government is complicated by the presence, citizenship, and suffrage of the negroes, an alien race of African origin. We must accept the influence of these new and suddenly made citizens, this lower stratum, upon society, politics, and government. We cannot avoid danger or duty by shutting our eyes or casting responsibility on the North. Our own well-being is imperilled. The danger increases our obligation. There is solidarity of citizenship. We must lift up the degraded, or they will drag us down.

Manhood suffrage is a terrible power, and society may well

tremble at what it may do for anarchy or despotism. Ten millions of men have ballots in their hands, and about two million are illiterate. Of illiterate voters, the census of 1880 gives to Alabama 24,450 whites and 95,408 blacks. Add 120,858 colored female adults, and you may well be appalled at what confronts the statesman, the patriot, the Christian. I pity the simpleton who wraps himself in the robe of self-complacent ignorance or prejudice, and refuses to look squarely in the face this overmastering question. The great preacher, Robert Hall, used this strong language: "Nothing in reality renders legitimate governments so insecure as extreme ignorance of the people. It is this which yields them an easy prey to seduction, makes them the victims of prejudices and false alarms, and so ferocious withal that their interference in a time of public commotion is more to be dreaded than the eruption of a volcano. . . . Look at the popular insurrections and massacres in France: of what description of persons were those ruffians composed? . . . They were the very scum of the people, destitute of all moral culture, whose atrocity was only equalled by their ignorance, as might well be expected, when one was the legitimate parent of the other."

I have been told since I came to Montgomery, that if you educate the "laboring classes" they will become discontented and aspiring. The imaginations of some men are haunted by the prospective disappearance of scavengers and boot-blacks, when all men are taught the three R's. There is a vague apprehension that somebody's children, — not the objectors', — being instructed, will be lifted above their station in life. Out of every one hundred children in Saxony and Würtemberg ninety-six attended school; and we have heard of no special disobedience, idleness, or insubordination in those countries where children are so highly favored. What creates discontent with an inferior position is to be encouraged. Man's vocation is perpetual growth. Let him push beyond and above the hard and narrow limits of the present, and reach after the ideal. No one should be content to remain in servitude and vassalage. "These that have turned the world upside down have come hither also." It is a libel on the social order to make it dependent on ignorance and servility. Instead of letting distinctions rest on mere artificial conventionalities or legal subordinations, let them rather rest on usefulness, integrity, fidelity to

truth, aristocracy of soul. Niebuhr said, years ago, of the Italians, that they were destitute of hope, and all the springs of great and noble thoughts were choked up. An American citizen should not be a mere machine, a proletariat. "The finest fruit earth holds up to its maker is a man,"—a developed man. Trade, law, government, science, education, and religion are but so many school-masters for training a man. Two centuries ago Spain was a first-class power. Now she is below some of her then colonies. Out of a population of 17,000,000, two and a quarter million cannot read, and only 715,000 women can read. That tells the tale.

Alabama has sought with courage and wisdom to meet the constitutional requirement in reference to education, and to adapt herself to the changes which have occurred since 1860. A comparison of school statistics for five years shows most commendable progress:—

SCHOOL POPULATION.			
	White.	Colored.	Total.
1879	214,098	162,551	376,649
1884	233,555	186,209	419,764
NUMBER ENROLLED.			
1879	106,950	67,635	174,585
1884	131,513	84,065	215,578
AVERAGE DAILY ATTENDANCE.			
1879	65,936	46,438	112,374
1884	78,815	55,595	134,410
NUMBER SCHOOLS TAUGHT.			
1879	3,177	1,494	4,671
1884	3,421	1,797	5,218
AMOUNT EXPENDED.			
1879	\$208,568	\$155,849	\$364,417
1884	284,649	202,131	486,780

An efficient public school system needs a well-defined and *permanent* educational policy, the product of sagacious and liberal statesmanship, unalterable except for improvement. Free schools are a perpetual duty, and cannot be discharged once for all. The obligation is continuing, co-extensive with and necessary to the well-being and life of the State. The system of schools is not so much an immediate creation as a steady growth. We should strive to perfect, to have a sustaining public opinion behind, to create

a well-merited confidence, to have schools good enough for the richest and cheap enough for the poorest. Governors, judges, legislators, and citizens should accustom themselves to look upon public schools as they do upon *habeas corpus* or trial by jury, as the foundation of prosperity, the crown of glory.

(1.) The State should enjoin and maintain in every town and school district, where the population justifies, a sufficient number of schools for the education of all the children in the rudimentary branches. If left to the will of each locality, there will not be a general or uniform system. To secure economy and efficiency in teaching, the schools should be graded according to the capacity of the pupils.

(2.) General revenues are needed to equalize burdens, make schools possible in poorer and less populous sections, justify State supervision and control, and insure the continuance and permanence of the system. No tax on property is more legitimate than that for universal education. Unless this is recognized, the system had better be abolished. Experience has shown that voluntary or denominational enterprise is inadequate to secure general education. This necessarily is the work of the State. "A limitation of intelligence is a limitation of citizenship, and ignorance on the part of some is an abridgment of the liberty of others."

(3.) The general appropriation should be supplemented by local taxation. The most efficient schools are those where the local revenues are constant and liberal. Local interest is secured,—watchfulness as to results, and an energetic public sentiment.

(4.) A State Superintendent to take general supervision is indispensable. Special qualifications are needed, for he is to be clothed with authority and responsibility. He should be a superior man, full of enthusiasm, knowing thoroughly the work of each grade of his schools, and ever on the alert to secure excellence. He is to understand and interpret the school law, to study other systems, to suggest or introduce reforms, to stimulate interest in his work, to attend Institutes, to keep himself *en rapport* with teachers and be their adviser and friend. The office should not be political, nor conferred as a reward for partisan services. The general administration should be on a strictly non-partisan basis and without any political entanglements. A school officer or teacher no more than a juryman should be chosen for his party relations. Frequent

changes are a serious misfortune ; permanence insures experience, intelligence, and progress.

(5.) Local agencies are needful auxiliaries to the general direction, and thorough county supervision has been demonstrated to be most helpful in bringing the schools up to the proper standard.

(6.) In assuming the responsibility of establishing and maintaining free schools, there is the resulting obligation of providing trained teachers. Public school teachers are to be the only teachers of the masses. Obviously there is much waste of money, time, and talents in employing unskilled and incompetent teachers.

The income of the Peabody Fund is hereafter to be used largely in teacher training. Observation and inquiry furnish conclusive evidence as to the advantage of trained teachers, in the methods and processes of instruction, in the organization and management and discipline of the schools, in elevating the profession of teaching, and in educating the people to a better estimate of the true object and value of the school system. Normal Schools and Teachers' Institutes have been found to be the most efficient instrumentalities for the instruction of teachers. This State has three Normal Schools for white and three for colored teachers. They might be more distinctively *normal*, and will doubtless improve in that respect. Nothing has been done for Teachers' Institutes. Teaching well is difficult, and demands special culture and training. "Knowing what should be taught, and how to teach it, is a high art." The education received in schools and colleges is a meagre result compared with what might be accomplished if teachers knew how to teach so as to secure the best results. A good scholar is not necessarily a good teacher. The *what* and the *how* are two very different things. If the art of teaching is founded on the science of education, and the science of education is founded on the science of the mind, then it is not true that any respectable anybody—any Dogberry, or Squeers, or Dominie Sampson—can teach. Any dolt can *hear* a lesson, drill in the multiplication table, teach by rote ; but to pursue a rational method, in accordance with the nature of the being to be taught and the orderly evolution of the mind's powers, is a higher process. To proceed from simple to complex, particular to general, concrete to abstract, empirical to rational and logical, from observed facts or things to generalized or scientific knowledge, requires training. The Prussians say, what-

ever you would have appear in the life of a nation you must first put into its schools ; and whatever you would put into schools must first be put into the teacher.

I have, Gentlemen, presented some dark and stubborn facts, which lie in the pathway of your progress, but I am no pessimist and sing no doleful jeremiades in reference to the future. I have no sympathy with those who would keep alive alienations betwixt North and South, or who would dig deep chasms betwixt the so-called "upper and lower classes"; nor with that Toryism or Bourbonism which resists all progress and is indifferent to the welfare of the people. God reigns. Truth will triumph. In the mother land, we have seen the franchise extended, civil disabilities removed, religious tests abolished, taxes reduced, and the Establishment partly overthrown. The growth of our country cannot be arrested, if lawmakers, rulers, and people heed the teachings of experience and the word of God. With near sixty millions of people, increasing two million annually, one hundred and twenty-five thousand miles of railway, boundless territory, exhaustless resources, and the stimulus of free institutions, no god Terminus can stay our advance. In Europe, one in every twenty is a soldier, and one in every twenty has to sustain the soldiers. Growing armies, expensive wars, increasing debts, heavier taxes. Misery and wrong engender communism and nihilism. We are exempt from these evils ; but what we hold and enjoy is in trust, and with the trust comes responsibility.

Within a few days has appeared in the newspapers a letter from Colonel McClure of the Philadelphia Times, in which he says, "Alabama has been gifted far beyond even our boasted empire of Pennsylvania"; and he refers to the eleven thousand square miles of coal, the illimitable supplies of iron ore and limestone, and the marvellous development of coal and iron products, "during a season of continued and steadily decreasing depression in the iron and coal trade of the country." The proximity of the mineral wealth to the Gulf of Mexico and the contemplated interoceanic highway induced some of us, years ago, to favor the construction of transportation lines and the opening of these mines of wealth. They give to you a most inviting future ; they promise to make Alabama one of the richest States of the Union. So mote it be. We shall not forget, in the presence of this Oriental wealth, that

honesty and intelligence are at the basis of individual, corporate, State, and national prosperity. Prosperity comes from honest administration, honest trade, honest money, honest and intelligent labor, quick and cheap exchange of products. "Individual intelligence and integrity, sustained by public justice, constitute the sole condition under which permanent prosperity can be the rule among men."

You are making in New Orleans an exposition of your products and resources. That is wise ; but your real wealth, real greatness, is not in cotton, lumber, iron, coal, marble, banks, railways, but in the minds and hearts of your boys and girls. Your future glory depends on your efforts and success in making the youth of Alabama intelligent, industrious, and virtuous. "To leave them in mental and moral darkness, ignorant, superstitious, indolent, brutal, quarrelsome, and shut up to little, narrow lives, is the surest way on earth" to blight and impoverish the State. "No community that understands its own interest will evade or resist the utmost possible sacrifice for that public education which pays everybody as no other outlay does." I congratulate you, legislators, that you are, by the favor of your constituents, placed in a position where you can take the lead in doing so much, and so beneficently, for the prosperity and the honor of the people.

II.

HISTORICAL ADDRESS

*On the Ninth Anniversary of the Normal College, Nashville,
Tennessee, Dec. 1, 1884.*

BY EBEN S. STEARNS, D. D., LL. D.,
CHANCELLOR OF THE UNIVERSITY AND PRESIDENT OF THE COLLEGE.

ON this first day of December, 1884, the State Normal College completes its ninth year. I have been accustomed, on its recurring anniversaries, when possible, to call attention to its early life, and to trace its development from period to period. As now another year has just been added, closing up its first nine years, and as, in the course of nature, each year diminishes the number of those who were conversant with its humble beginning, I cannot perhaps do a greater service to the College than by asking your patient attention while I endeavor to recount, and to place on record, somewhat in detail, its important history.

As one of the consequences of the great and general reaction which commenced soon after the close of the late Civil War, the attention of thinking, patriotic men was, with new interest, aroused to the necessity for a more complete and more generally diffused education of the people, and strenuous efforts were made to establish free schools everywhere. But it was, of course, readily seen that, however great exertions might be put forth to accomplish this object, they would prove of little value unless some scheme should be devised, and intelligently pursued, by which these schools should be properly conducted and taught. The exhaustion of the country, with the poverty and depression of the great mass of the people, consequent upon the war, opposed almost insuperable obstacles to every undertaking of magnitude requiring capital for its prosecution.

The singularly munificent gift of George Peabody, in the month of October, 1866, by which he devoted "millions of his money to

providing the means of education for the children of those Southern and Southwestern States which had suffered during the Civil War, without other distinction than their needs and the opportunities of usefulness to them,"¹ at once so bountiful and so timely, did much — perhaps more than all other things — to encourage and infuse new life into the devoted pioneers of an education of the people and for the people, raising the hopes of the philanthropist and patriot that the time would soon come when, the horrors of fraternal strife remembered only as a black page in history, geographical and all other sectional distinctions obliterated, the American people should see eye to eye, and our bright land, for which God has done so much, should stand among the foremost, grand in its material prosperity, but nobler far in its refinement and cultivation of the sciences which develop the human mind, expand industries, and chain the forces of nature, — the arts which, while they ameliorate and ennoble man's condition, diffuse the blessings of peace and happiness on all around.

It is not my purpose to eulogize GEORGE PEABODY here, or to repeat the oft-told story of his most useful life. His name is, and ever will be, "a household word" in every part of the civilized world; and the memory of this noble son of the "Old Bay State" will remain ever fresh and green, until her granite hills crumble to powder, or the mighty Atlantic ceases to beat against her rock-bound shore.

Mr. Peabody, after declaring in general terms the motive and object of his gift, placed it in the hands of a Board of Trust, selected by himself, — many of them his intimate friends, — and charged them with its preservation and administration. Such a body of men was probably never before brought together for any purpose, — certainly not in this country and in this age. Such intelligence, extensive learning, wisdom in counsel, eminence at the bar, the forum, in legislative halls, on the highest seats of justice, — the profoundest statesmen, the grandest heroes, — and when, in the course of time, God has called one and another of them to himself, gentlemen of highest repute in all that is great and good have taken their places.

The time would fail me, and I might exhaust your patience, should I attempt to speak of each of these distinguished persons

¹ Proceedings of Trustees of Peabody Education Fund, p. 304.

in fitting terms ; but I cannot permit this occasion to pass without bringing more prominently before you one or two of this Board of Trust, and particularly one whose name is known the world over, and honored as widely as known, — one whose ancient and distinguished family, whose rich and varied learning, whose wisdom in counsel, whose fervid eloquence, whose pure and noble heart, have commanded a just homage, and made him for years the pride, almost the idol, of his native State, — Speaker of the House of Representatives of the United States when James K. Polk was President, and foremost in the respect of his countrymen everywhere. I speak of ROBERT C. WINTHROP, the venerated Chairman of the Board from the first, — George Peabody's personal friend. It was to him Mr. Peabody imparted in confidence his grand design before he announced it to the public ; he was his counsellor, and into his hands he literally piled his "securities." The Southern people owe Mr. Winthrop a debt of deepest gratitude for his great interest in their welfare, and for the far-seeing wisdom and skill with which he has discharged the duties of his office. His constant solicitude for the usefulness, efficiency, and development of this College, his wise counsels, never grudgingly given, his steady encouragement and support, his personal friendship, I shall ever hold in most grateful remembrance.

"The Trustees of the Peabody Education Fund," soon after its organization and incorporation, made choice of the late Dr. Barnas Sears as their principal executive officer, with the title of "General Agent." Dr. Sears, as is well known, was one of the most learned and eminent of American scholars ; as an educator he had had a large experience, and as a man of affairs was peculiarly sagacious and far-seeing. His knowledge of men and things was great. Dignified, gentlemanly, and conciliatory in manner, firm in what he considered right, he won the confidence and love of all classes of people in a remarkable degree. Mr. Peabody's Trustees have, I think, always regarded this selection of General Agent as singularly happy. Mr. Peabody himself was still living when the execution of his trust and the administration of his great donation commenced ; and his Trustees thus had opportunity to learn from his own lips the principles on which he wished it to be managed, and to receive his hearty approval of the course they proposed to pursue.

During the next few years every possible effort was made to place before the people, in the most favorable light, the vast importance of universal public education. By untiring efforts of voice and pen, and a wise but liberal use of the income of what was now generally known as the "Peabody Education Fund," the communities which had not already done so were induced to establish common school systems, and organize schools at all the most prominent places of influence.

Then was seen and felt, as never before, the necessity for well-instructed, carefully trained, earnest, and faithful persons to manage and to take the charge of them. It was accordingly proposed by the Peabody Trustees, after a few years, to devote henceforth a considerable portion of the money at their disposal to assist in the establishment of one or more Normal or Training Schools, in which young men and women, suitably endowed by nature in mind, heart, and body, should be instructed and qualified to undertake and carry forward this great work of free education.

While the General Agent, Dr. Sears, was casting around for a suitable place for the commencement of such a scheme, a vacancy in the Peabody Board, occasioned by the decease of one of its members, was filled by the election of a Tennessean, a gentleman well known as a friend of the people, who by his intelligence and uprightness had made for himself friends everywhere. He was thoroughly acquainted with the wants of the community, and anxious to advance its interests. He was, too, an old college friend of Dr. Sears, and possessed his confidence.

I do not know with whom the proposition to establish the contemplated school in Tennessee originated: it might have been good Judge Watson, — Dr. Sears, in a notice of his decease, says the school might not have existed but for him, — or possibly even some other person. But this much is well known. Early in the year of our Lord 1875, the General Agent made a second or third journey to Nashville; was, I think, the guest of — at all events, was in consultation with — Judge Watson; visited the State Capitol; was welcomed with great heartiness by the popular and distinguished chief magistrate, Hon. James D. Porter; was invited to address the State Legislature, then in session, and made, as was naturally to be expected, an exceedingly favorable impression in behalf of his plans upon all who listened to the words of wisdom that fell

from his lips. The Governor was in accord with his views, the Legislature were at least well disposed, and all seemed ready to encourage and help on the enterprise. A State Board of Education was established, the organization of a Normal School or Schools was authorized, and colleges, universities, etc. were granted power to make over their property, the whole or in part, for the use of such institutions.

Dr. Sears now offered, in behalf of his Trustees, \$6,000 per annum to support a Normal School in Nashville, provided the State of Tennessee would appropriate an equally large sum for the same purpose. But the session had nearly expired when the proposition was made, or the State felt poor, or the object was not properly appreciated, perhaps ; at any rate, no action was had. The enterprise, as far as Tennessee was concerned, would have utterly failed, and the grand opportunity would have been lost, or at least have been indefinitely postponed, had not the ancient University of Nashville come to the front at that moment.

This is not the fitting time to present a history of this well-known institution, now approaching its hundredth anniversary ; and, in the light of her action, then and since, it is unnecessary to descant upon the far-reaching wisdom and most liberal spirit exhibited by her distinguished Trustees. It is enough, that the General Agent of the Peabody Board was not suffered to leave the city, after his failure with the State, without an interview. The result was offer and agreement on the one side and the other, by which the University of Nashville gave the use of its grounds, buildings, and funds to the proposed school, as represented by the newly formed State Board of Education, one of whom was the Judge Watson of whom I have already spoken ; another, the President of the University Trustees, and an early graduate ; its Chairman, Governor Porter, a graduate and a Trustee ; and a fourth, a graduate, a son of the second President and former Chancellor, and for a long time an earnest, unwearied, and eloquent advocate of such a school. So that I venture to presume that the act of thus making over, to some extent, for two years, the use of the property and income to that Board, must have seemed to the Trustees at the time not much unlike placing it in the hands of a committee of their own number, with instructions to make the Normal School experiment. The transaction was not, however,

wholly free from conditions and reserves, one of the most important of which was, "that its principal officer and his assistants should be selected, and their compensation fixed, by the University Board. They should make their own repairs, improvements," etc.

The State Board of Education formally accepted the proposition of the University of Nashville, as thus presented to them. They also courteously waived any legal right they might have had, and invited the Trustees of the University, aided and counselled by, and in full co-operation with, the Trustees of the Peabody Education Fund, to take the necessary steps for organization, select a President, teachers, etc. These gentlemen immediately conferred with Dr. Sears, as it was fully understood and desired by all concerned that they would do; and modestly presuming that he knew better than they what sort of a man was required to start and carry on the enterprise, as well as where to find him, and remembering too, perhaps, that when found he would be expected to work in harmony with the great designs of the Peabody Board, by which his salary was to be paid, they requested Dr. Sears to nominate a President.

Soon after this, *my* own intimate personal knowledge of the incipient undertaking commences; and as neither I, nor any one else, can complete the history of the past nine years without frequent and prominent reference to the part I have had in it, I trust I shall not seem liable to the charge of egotism or immodesty in what remains to be said.

Having spent some years as an educator, with, I think, a fair share of success, and achieved a reputation in which I may be permitted to take an honest pride, — having had a pretty large acquaintance with Normal Schools, and been for several years at the head of one which boasts that it was *the first of its kind planted on American soil*, — I had finally settled down as it were, for the last few years, as the head of an institution, organized by myself according to my own notions, with new and beautiful buildings, and endowed with a fund of some \$300,000. But near the close of a summer's vacation, which had been mostly spent in journeying from place to place as I felt inclined, as I was resting after a Saturday afternoon's ride, a letter, well-worn and soiled with following me around, was put in my hands. It was from Dr. Sears, who,

while I was connected with the State Normal School in Massachusetts, had been the executive officer of her State Board of Education. In it, Dr. Sears, after stating briefly what was proposed in Tennessee, went on to say : " The University of Nashville is to be converted into a Normal School with very high aims, and we wish to put you at the head of it." This was my first intimation of what had *been* going on in Tennessee, and was further contemplated. The offer was kind and exceedingly honorable, but I did not see any good reason why it should be given any special consideration, and, in order to prevent a greater loss of time, telegraphed at once a negative answer. Courtesy to Dr. Sears, who had done me the great honor to select me for this enterprise out of the numbers within the range of his acquaintance, required, of course, an additional and more deliberate reply by letter ; but though meant to be decided and final, the answer does not seem to have been satisfactory. A second letter soon came from him and others, urging me to review my decision, or at least to go to Tennessee and look the ground over before deciding finally. The time at the command of each party was very short, but the trip was inviting, and good friends urged me to go, that I might not seem to treat too lightly so honorable an invitation. The visit to Nashville was a short one, included between the morning and evening trains ; but it afforded time to see much and hear much, and for a most pleasing and lasting impression to be made upon my mind by the evident enthusiasm and cordiality of those by whom I was received.

Before I left the city, however, I felt obliged to say to these gentlemen, " I am prepared to decide the question *now*, if you desire, and my answer will still be in the negative ;" but, as some seemed to think such a decision would be too hasty, I added, " If you prefer that I should take time to consider what I have seen and heard, I will telegraph you my reply soon after my arrival home ;" and this opportunity for reflection only confirmed my reluctance to give up my pleasant home and its attractive surroundings—the school, so much to my mind—for a new enterprise, which any one could see would be most difficult and delicate in management, in which much more and harder work would have to be undertaken ; a doubtful experiment as things were, at best, in which success would add but little, perhaps, to a reputation well earned, and failure would be most disastrous.

But among my personal friends and advisers were many who, like me, sympathized with the South in her trials, who urged me to make the sacrifice ; and here I might be pardoned for saying that the pecuniary inducements held out were not in themselves alluring, for I was not offered, and to this hour have never received, a greater compensation than I had been in receipt of for years.

Four reasons, however, induced me finally to send an affirmative answer to Nashville ; viz. the urgency of friends ; the opportunity for doing good in a field of labor not unfamiliar ; the hope that, escaping the protracted rigors of a Northern winter, my health might be more permanently assured ; and, lastly, a cloud of sorrow, which had recently clothed myself and family in mourning, and imparted sadness to my home and its associations. So you will see that the office I have held here for the last nine years was not of my own seeking, and was assumed with not a little shrinking and reluctance.

My reply was received and confirmed by the parties concerned immediately ; and the Trustees of the old University made me its Chancellor, with all the rights, duties, and privileges belonging to that office, as well as President of the new School.

By the terms of the original agreement, the "Montgomery Bell Academy," then occupying a suite of rooms in this building, was to become connected with the Normal School, and to constitute its "Model or Experimental Department." As it was found to be impracticable to organize the Normal School at once, and as the patrons of the Academy were beginning to be impatient under the delay, the Trustees of the University concluded that it would be best to select for this Academy a corps of teachers, and organize it in the manner in which it had thus far been carried on, as a temporary arrangement. Accordingly, Prof. J. W. Yeatman, who had formerly been connected with it, Prof. S. M. D. Clark, also a former teacher, and Prof. W. R. Garrett, who had been a successful teacher in Pulaski and other places, were appointed and placed in charge. So that this Academy was already in operation and occupying rooms, as I have said, in the University building, when the Normal School was opened.

Closing up my business where I had been, as soon as possible, I arrived in Nashville towards the last of October, 1875, and immediately commenced a survey of the field, and made preparations to organize the contemplated School.

It must be confessed the prospect was not very cheering. Obstacles of the most formidable proportions seemed to arise on every side. Except the few who had given me encouragement at the outset, the most seemed either ignorant of the object to be secured, or indifferent. That there were those who were hostile to the whole scheme, I do not doubt; but they did not appear actively on the ground. The very surroundings were forbidding. This building, of which we might almost say as did Dr. Johnson of English "Durham's mossy fane," that "it reminded him of rocky solidity and indeterminate duration," was, in important respects, quite another affair from what it is to-day; and, with its modern furniture and other appliances, would be scarcely recognized by its occupants of nine years ago.

At the suggestion of Dr. Sears and others, I selected, as my assistants in organizing the School, *two ladies*, who were soon here, ready for any good word or work to which they should be called.

These ladies had each been carefully educated and trained in one of the best and most prominent Normal Schools in the country, as well as elsewhere; the one had had a large, and both a valuable, experience in the business of teaching. One, after a long and successful career, faithful, earnest, and skilful in performing the duties required of her, left us for another sphere of usefulness beyond the seas; the other still remains with us, than whom no institution had ever a more accomplished instructor,—more apt to teach, and that in many branches of knowledge, from lowest to highest,—more devoted and successful in her work,—like generous wine, which each year after the vintage improves, shall each succeeding class of students find, if possible, still better than did the last.

It was finally determined to open the school on the first day of December. As that time approached, much solicitude was felt respecting the number of persons who should be enrolled as pioneer students. By the most careful canvass that could be made, it was ascertained on the evening of November 30th that there might possibly be eight young ladies in attendance. Some one asked, "Will you attempt to organize with so small a number?" "Yes," I replied. "But suppose you do not find more than half that number to-morrow, will you commence?" "Yes," I answered,

"I will." "But," said some one of the company, smiling, "If *none* present themselves, what will you do?" "Then," said I, "I will organize *myself* into a Normal School; we begin to-morrow." And on the morrow commence we did. Thirteen young ladies presented themselves, were examined and admitted, and the first steps of organization were taken. To be sure, — to make up the number, perhaps, — the Secretary of the Board of Education put in his daughter, and I did likewise mine.

In the evening of that memorable first day of December, 1875, the school was more formally inaugurated by appropriate exercises in the Representatives' Hall at the Capitol. His Excellency, Governor Porter, presided. Colonel Trousdale, then the active and efficient State Superintendent of Public Education for Tennessee, Hon. Edwin H. Ewing, President of the Trustees of the University of Nashville, Judge Samuel Watson, representing the Trustees of the Peabody Education Fund, and the newly constituted Chancellor and President, made addresses, which were afterward published. Music by the U. S. A. Band, at that time stationed here, enlivened the occasion. Then and thus the Normal School began its career.

That its growth would be slow and sure was all that was expected. "Festina lente," said Dr. Sears in one of his characteristic letters. Again, May, 1876: "A good Normal School in a great State *must* grow. You ask for suggestions; I will give you one: 'Let Patience have her perfect work.' " "Call no man master," he says in another; "do not try to follow any precedents or any other school, but act according to *your own judgment*." And on these important underlying principles the School has been carried on to this day.

Thus we began. One little room sufficed for chapel, class-rooms, and all school work; philosophical and chemical apparatus, collections of specimens, etc., and books for use in instruction, we had none; an ancient Bible — here it is — was all we found available; and, with that good book as our corner-stone, we struck out boldly.

The large publishing house of A. S. Barnes & Co., of New York, had made a large donation of text-books for such schools as were approved and aided by the Peabody Fund, and, in our great necessity and destitution, at the suggestion of Dr. Sears, we

attempted to avail ourselves of it. Unfortunately, there was little on this book list which we could use. Their efficient and popular agent, Mr. J. E. Dorland, visited Nashville about this time, and finding how we were situated, volunteered to make such arrangements with his house as would enable us to avail ourselves of the donation in such books as were adapted to our wants. This aid was most important and timely ; and I am glad of an opportunity to place on record a most liberal transaction, without which we must have commenced our work at serious disadvantage.

It is proper to state here, that it was the plan at first to charge a moderate tuition of, I think, \$16 a term, for the enjoyment of the privileges of the School. This rule, at my suggestion, was never enforced, and after a time a substitute was introduced in the small fee now charged, — “ For use of such books as are provided by the College, and to help defray incidental expenses.”

Just after the summer of 1876 had closed, the School lost, by death, one of its earliest and most devoted patrons and friends, — Judge Samuel Watson. An Eastern man by birth, though a Southerner by adoption and long residence ; a college classmate of Dr. Sears at Brown University ; tender and affectionate in his social relations ; a skilled and trusted man of affairs ; a Trustee of the University of Nashville ; a member of the Tennessee Board of Education ; a Trustee of the Peabody Education Fund ; a most intelligent and devoted friend of popular education ; — he had great influence in the preliminary work of establishing this institution, as I have before indicated. His wise counsels, intelligent co-operation, hearty sympathy, and genial smile of encouragement will be always remembered.

During the first year, ending December 1, 1876, the School grew in favor, and prospered beyond the most sanguine expectations of its friends. Its first anniversary was not only the occasion of general congratulations, but of an event then wholly novel and unique in its character. These pleasant class-rooms were untidy and dilapidated ; as has already been intimated, there was no convenient lecture-room, no chapel for daily devotions, no philosophical or other apparatus, no geological or other cabinet, and — worse than all — no money with which to make improvements. These grounds, beautiful as they are, but whose capacity for ornamentation is yet but partially developed, were then but little more than

an unsightly pasture, almost destitute of trees and shrubs, covered with weeds, grassless and graceless. Here, too, the want of money was sorely felt. But I had the good fortune — I have sometimes thought, perhaps the inspiration — to conceive a plan at this juncture which resulted in the beginning of a series of out-door improvements, which, I trust, will never be relinquished until our campus literally “blossoms as the rose.”

The scheme was a “Grand Memorial Tree-planting,” in which students, teachers, graduates of the University, officers of the State, and all friends, were invited to participate. A public meeting was held on the afternoon of December 1, 1876, our first anniversary, in the present lecture-room, where the nature and design of the memorial tree-planting was set forth. Able and eloquent speeches were made, songs were sung by a select choir from the teachers of the public schools, — for, though we were already making some noise in the community, we could not offer much music, — and finally the whole assembly repaired to the grounds in front and planted three trees, as was fitting, to the memory of George Peabody and Philip Lindsley, greatly distinguished in the line of University Presidents, and in honor of Dr. Barnas Sears, then still living.

Having placed my own spadeful of earth around the roots, teachers, students, members of Montgomery Bell Academy who assisted at this tree-planting, and friends followed; and thus, by these joint contributions, each tree was planted. Then, on that and succeeding days, nearly every student planted a tree for himself: old graduates of the University planted them in memory of loved classmates; others, as a tribute of affection to their own dear ones, already in their many-mansioned home.

It could not, of course, be expected that every tree thus planted would live, but we have been greatly favored, at least, in that particular; and had not our city government and too many of our citizens been unwilling to restrain the almost omnipresent cow, and permitted these marauders to break in upon our campus and forage upon our choicest trees, these grounds might long ago have been the most beautiful in this region.

The newspapers of the time immediately took up the idea of a “Memorial Tree-planting” with marked approbation, and spread their favorable comments over the land; and this, as stated by

Dr. Northrop, widely connected with Memorial and Arbor Day Tree-planting, in one of his lectures last spring, some of you will recollect, was undoubtedly the first occasion of the kind in the country.

The first annual Commencement was held, and the first class graduated, on the last Wednesday in May, 1877. The occasion was one of great interest and no small solicitude to the friends of the School. With a class of only seven, and a corps of instructors consisting of but *three*, it seemed almost presumptuous to present ourselves before the public in the Masonic Theatre; but, confident in the ability of the graduates, — knowing well the extent of their acquisitions, — we did not hesitate to set them before a generous public as representatives of the new School, and to subject it, through them, to any candid criticism. A newspaper statement before me declares that “the exercises occurred in the presence of a crowded parquet, dress-circle, and gallery.” “Some of the prettiest woodland scenery available was used, and a large stand of flowers placed in the middle of the stage. The front was neatly festooned, a beautiful wreath hanging in the centre of the arch.” The students made quite acceptably the music required. The venerable Ex-Governor Neil S. Brown delivered a most interesting and valuable address. “Then came the graduating exercises.” I continue to quote. “Miss Lizzie Lee Bloomstein (have you ever heard of her?) opened with a ‘salutatory’ on the subject, ‘A Good Cause makes a Stout Heart.’ She read in a clear, distinct voice, which could be heard with ease at the extreme end of the hall. In closing the essay, her voice assumed a deeper tone to accord with the pathetic nature of her subject, which called forth earnest applause and showers of elegant bouquets.” Thus they spoke of our first Salutatorian in 1877; and were this a fitting occasion, I am sure multitudes of graduates would acknowledge with gratitude that nearly seven years of service in her Alma Mater have won for her a still wider applause, and more copious showers of such bouquets as typify appreciative and loving hearts.

The Trustees of the Peabody Education Fund, having for some twelve years devoted their income to the establishing and fostering public schools in the Southern States, in the year 1876 determined upon a new departure, which should contemplate the gradual withdrawal of aid from the schools, now generally able to sustain them-

selves, and the application of a much larger proportion of their income to encourage and assist in the education and training of persons to take the charge and instruction of them. Some proposition looking in that direction, made quite early by Dr. Sears, and revised, I think, by the late General Dick Taylor of New Orleans, gave origin to a resolution, passed in October, 1876, establishing a "limited number of scholarships, for the benefit of all the States aided by the Peabody Fund," worth \$200 a year, for two successive years, at this Institution.

The immediate design of these scholarships was to aid such States as were not able to establish schools for themselves; not by offering a substitute for Normal Schools, — for such a school filled to overflowing could receive but a very small proportion of the great army of teachers required in the public schools, — but by assisting to train *exceptionally promising* young men and women for this business, who, on their return to their own States, should be prepared to illustrate in themselves and their work the most philosophical, thorough, complete, and successful forms of public education known in our times, and so become apostles of what, with doubtful propriety, some delight to call "the new education"; examples of the highest instruction, exerting everywhere a wide and salutary influence upon their brethren and sisters in the work, and the people generally.

Twenty-five such "scholarships" were immediately offered to the States on the most liberal conditions of which the case admitted, but met with no response from any of them until the session of 1877-78, when, as the result of much effort and the exercise of considerable leniency, a few persons were found ready to seize the offered boon. Georgia and Virginia were the first States to respond to our invitation; and, as my books show, the first scholarship payment made was to seven students, of whom the first on the list was a young lady from Atlanta, Ga. It soon, however, became generally known to the educational authorities of the States that these important advantages had been offered by the Peabody Trustees, and since that time there has been no lack of persons eager to appropriate them. The great difficulty has been for the State Superintendents of Public Instruction of the different States, on whom the duty devolves, to make such selections of candidates as would answer the "conditions" on which the scholarships are to be assigned and enjoyed.

And here I may be permitted to say, that in my relations to these gentlemen—with many of whom I have had some personal acquaintance, and with every one of whom I have had such frequency of correspondence as could not fail to give me a pretty fair knowledge of them as public educators, and of their readiness to co-operate with us whenever and however called upon, with no thought of compensation for their services except the “luxury of doing good”—I have formed a high opinion of their general ability. It is pleasant to record my full conviction that in no part of the country can be found in such public offices a corps of more intelligent, earnest, faithful, self-sacrificing gentlemen, comprehending the great duties of their office more fully and more skilful in meeting them, than the Superintendents of Public Education in the Southern States.

The great event of the year 1878 was a somewhat protracted visit from the wise, beloved, and distinguished General Agent of the Peabody Education Fund, Dr. Barnas Sears. The visit was threefold in its purpose:—1st. That he might see for himself this new institution, and acquaint himself with the nature and success of the work undertaken, both with reference to widely extended and far-reaching plans for the future, and the adaptation of the instruction and training afforded to meet the views of his Trustees, whose deep interest in its success had been already developed, as well as the immediate and prospective wants of the States proposed to be particularly benefited. 2d. To deliver the annual address at the Commencement, which he did to the great satisfaction of all concerned, and which was deemed by his Trustees as of sufficient importance to be printed in the Minutes of their next Annual Meeting. And 3d. To consult with the Trustees of the University of Nashville and the parties concerned, respecting existing and prospective relations between this institution and the Montgomery Bell Academy, still occupying rooms in the University building, and retaining a nominal connection with the Normal School. The result of many conferences was the conviction that this Academy could not be advantageously used as a Model or Training Department, and that any further attempts to convert it into such a department would seriously hazard the best interests of each school. It was accordingly agreed that this connection, such as it was, should be severed, but that for a few years,

until some contracts previously made could be completed, the Academy was to continue its occupancy of a portion of these buildings and premises.

It was at about this time that our School was found to have assumed such a character and proportions as fully entitled it to appropriate to itself the title of COLLEGE, with all and singular the rights, duties, and honors belonging to such a grade, becoming not only a State Normal School as concerns Tennessee, a Collegiate Department of the University of Nashville, but also, in accordance with the views of the Trustees of the Peabody Education Fund, a professional College for all the Southern States, — not designed, however, to be a substitute for local, State, or other normal or training schools, but a supplement to them all, in which special instruction and training should be carried to as high a degree as circumstances would admit. In my many interviews and protracted consultations with this wisest and best and most patriotic of men, Dr. Sears, the principles were established and ultimate purposes developed which have been my guide in the conduct of the College to the present day. And it affords me unspeakable pleasure to acknowledge my great indebtedness to the wisdom and steady support of Dr. Sears, while he lived, as well as most heartily to his no less distinguished successor, Hon. J. L. M. Curry, and others of the illustrious Board of Trust, so ably represented.

Passing over many other matters of deep interest, and sometimes of grave importance to the College, I come now to speak, as briefly as the subject will permit, of a crisis in the affairs of the College of the utmost importance, and on which its future destiny seemed to depend.

The original agreement between the contracting parties, entered into in the spring of 1875, bound the University of Nashville to surrender the use of its grounds within prescribed limits, and the buildings thereon, and the income of their funds, amounting to about \$6,000, to aid in the establishment and support of a Normal School, to be substituted for the customary Literary Department, for two years, on certain conditions, to which reference has already been made.

The Trustees of the Peabody Education Fund were to give a like sum of money for the same object and period of time. The State of Tennessee, as before said, gave nothing; and, of course,

its Board of Education deemed it advisable to act rather as a Board of Visitation than otherwise. The contracting parties had no doubt of the success of the enterprise, and apparently regarded the limit of two years as a possible safeguard, with no actual intention or expectation of withdrawal at the close of the period. It was, however, confidently expected that the State Legislature, at its next session, would make an ample appropriation of money to relieve, in a measure, or at least supplement, the funds derived from the other sources mentioned. But this successive Legislatures declined to do, leaving the whole burden of support and development upon the University of Nashville and the Peabody Trustees. In the mean time, the rapid growth of the College and the high position it had assumed demanded enlarged quarters, more teachers, and the beginning, if no more, of important improvements. The separation of the Montgomery Bell Academy, moreover, reduced the University Fund one half. The Peabody Trustees, with characteristic liberality and extreme anxiety lest the College on which their hopes for the higher education of Southern teachers so deeply centred should suffer in consequence, on the representation of the General Agent, increased their appropriation to \$9,000, in consideration also of the fact that an increasing number of students on their scholarships were pursuing their professional studies at the College. A growing uneasiness, however, soon exhibited itself among the friends of the College. Its restricted accommodations, its being obliged to share its premises with the Academy, and its want of still greater funds for the increasing necessities of the institution with no immediate prospect of a change for the better, together with the apathy of the public in regard to its wants, were truly disheartening. The State was disinclined to render aid; the Trustees of the University of Nashville felt that they were doing even more than could be required of them, and the Trustees of the Peabody Education Fund, with great reluctance, determined to withdraw their interest in the Normal College from Tennessee and transfer it to a more appreciative and genial clime. Proposals of a most liberal and flattering character were made by various States, and notably from Georgia, whither the General Agent was at length instructed to remove their interest, provided that, after a careful consideration of the question, it should seem advisable. To effect the preliminary measures

for this removal, both Dr. Sears and I were invited to meet the State authorities at Atlanta, where, early in the spring of 1880, the hospitable and courteous Governor Colquitt, now United States Senator, entertained us for several days at the Executive Mansion, and where negotiations were at once entered into.

The proposals of the State of Georgia, and of institutions and citizens, were liberal and attractive ; but unforeseen difficulties were opened up by the conferences held, having their origin in the State Constitution. It had been *finally settled* that the College was to remain no longer in Tennessee, and any claims she had to offer, as was understood, had been disposed of. To me, personally, the proposed change was, in almost every one of its aspects, to my advantage, and pleasing ; and yet I could not quite divest myself of the feeling that the ultimate good of the College would be better secured where it was already located than elsewhere, if only the Tennessee parties could be made to see it in the same light, and to offer acceptable terms and conditions. Impressed by this feeling, and taking advantage of a delay in the negotiations at Atlanta, I excused myself from the conference, and, without suggestion or advice from any person, took the responsibility of returning to Nashville, where I urged renewed and immediate action on the part of such as could be consulted at so short a notice, and was so far successful in reopening negotiations as to induce the General Agent to postpone for a day or two the final decision. The result, in short, was new efforts and pledges on the part of the Trustees of the University of Nashville, including the removal of the Montgomery Bell Academy into other quarters ; requiring the erection of a new building for its occupancy, and of a "Chancellor's residence," at their own expense ; an assent to other important changes which the good of the College required ; and a guarantee on the part of friends that not less than \$4,000 in money should be raised for the College with all convenient speed, — from the State if possible, but if not, from citizens, who promised to pay this sum in larger or smaller subscriptions. The readiness with which all classes of the citizens of Nashville subscribed to this "guaranty fund," and the quickness with which the work was done, was at once an evidence of the appreciative liberality of our people and a compliment to the College. No history of the College would be complete or just which should fail to note this

memorable transaction. In the mean time, I received notice from Dr. Sears that the obstacles in the way of our removal to Georgia were likely to be removed or made of no account, and leaving the final decision to an explicit "Yes or no, by telegraph." That answer was what you have foreseen ; and, as a consequence, the College remains in Tennessee to this day.

The people of Georgia were sorely disappointed ; and there were among them those who had sacrificed much time, and had offered to make large gifts to secure the College. They had, perhaps *reasonably*, supposed that the decision would be in their favor, and this would indeed have certainly been the case could all arrangements have been satisfactory, and had not your President assumed the responsibility and been successful in the negotiation referred to. No person could have more thoroughly entered into and appreciated their feelings than I ; but the interests involved were of too great magnitude, and too far-reaching in consequences, to be controlled by personal feeling on either side ; and I confess it one of the greatest trials of my life when the responsibility of a final answer was devolved upon me. The magnanimity which these Georgians have ever manifested toward all parties concerned is as unusual as it is worthy of the highest praise.

If any wish for a more detailed account of these transactions, I would refer them to the Minutes of the Peabody Trustees, and to Commissioner Orr's Report to the Legislature of Georgia.

The visit to Georgia with Dr. Sears gave me, for a second time since the organization of the College, and after another course of years, a protracted opportunity to examine with him, in the privacy of his own room, the organization, instruction, and management of the College in its minutest details. The result was to give me a confidence in the work I was conducting, and to afford encouragement under many trials, never to be forgotten. These invaluable interviews were ended by my return to Nashville ; and it is with deep sorrow I have to record that, when I parted with this great and good man on the steps of the Executive Mansion at Atlanta, it was to close, for this world, my personal intercourse, except by letter during a few brief weeks. His last public act was his official signature to a document relating to this College. His decease occurred early in July, at Saratoga, N. Y., whither he had gone with, at best, a forlorn hope of renewing his health.

A few days afterward, in the simplest and most appropriate manner, the funeral obsequies were held at Brookline, Mass., near Boston, at which I had the sad honor to assist as a pall-bearer, and sole representative of all this extended South country he loved so well, this side of Washington.

Fitting notice of the decease of Dr. Sears was taken by the College at its opening in October, for an account of which you are referred to the Minutes of the Peabody Trustees for that year.

The Trustees of the Peabody Education Fund, after much anxious investigation and consideration, selected from the many candidates offered to their notice as General Agent, Hon. J. L. M. Curry, D. D., LL. D., of Richmond, Va., a gentleman already widely known in public life, and distinguished for his vigorous intellect, his literary attainments, his eloquent and commanding oratory, his knowledge of the Southern people and their wants, and his acceptableness to them. I may also be permitted to add, he was a personal friend of Dr. Sears, well acquainted with the nature of the Peabody Trust and Dr. Sears's views respecting it, and, moreover, unquestionably his first choice as a successor. How fortunate this selection, and how wise, efficient, and successful his administration of the great affairs devolved upon him, is too well known to require even a passing notice here.

One of the first duties committed to the new General Agent was the perfecting of the negotiations entered into between Dr. Sears and other parties respecting the permanent location of our Normal College. As a result, the Trustees of the University of Nashville, in accordance with their pledges, commenced to raise upon the property the funds required, and, in due time, removed the Montgomery Bell Academy to the new building erected for its occupancy, and built also a commodious and tasteful dwelling for a "Chancellor's residence."

The Forty-second General Assembly of the State of Tennessee, after much discussion and for the first time in its history, appropriated a sum of money in aid of the College. Up to this time all appeals had been unnoticed, except by the Assembly previous, which appointed a joint committee to examine the affairs of the College from its beginning, in 1785, down through the University of Nashville and the Normal College to the then present time, but which found nothing on which to base even a report. The Forty-

second General Assembly was, doubtless, much influenced by the eloquence of Dr. Curry, who made to them a most persuasive appeal, and was stimulated, no doubt, greatly by the efforts of the many gentlemen whose names were attached to the guaranty fund before mentioned; and it is possible — I would not blame them if it were so — the Legislature might have felt like the great man in the Bible, to whom the poor widow's persistent appeals were so disagreeable. At all events, an appropriation was made, in the spring of 1881, of \$10,000 for two years each, \$2,500 of which was to be appropriated to schools where children of African descent were being educated, and \$2,500, or as much of it as should be required, to establish State Scholarships of \$100 each, for two years, in Tennessee; so that, practically, this first State appropriation amounted to but little over \$5,000 a year for College purposes, and out of that we were expected to give twenty-five scholarship students free tuition. The first instalment of this money was drawn by the College in November, 1881, about three years ago, when it had been already in operation and supported by the University of Nashville and the Peabody Education Fund nearly six years. This aid, though small, was thankfully received, and enabled us to effect some of our most important improvements, and in providing chapel, society-rooms, library, etc.

The succeeding Legislature, that of 1883, went a step further, and, having abolished the State Scholarships, accepted the offer of the Peabody Trustees to give to Tennessee a number of scholarships equal to the most favored of the States, amounting now to fourteen, provided the State would appropriate not less than \$10,000, free from all incumbrances, per annum, in aid of the College. Twenty thousand dollars would, I suppose, more than cover the entire sum yet drawn from the State treasury since the College was organized, though the entire sum appropriated has been distributed in the budget for the coming year by the Tennessee Board of Education.

The chapel, where we now are, embraces the space once occupied by the Montgomery Bell Academy, the Erosophian Society, a recitation-room, and the University library, separated from each other, except, of course, floors and ceilings, by heavy brick walls extending from ground to roof. The old chapel, where we once assembled for devotional and other purposes, has been converted

into a commodious lecture-room and a room for the use of the teachers. The cumbrous, unsightly, and unhealthful stoves, of which we were obliged to use in this building some sixteen or seventeen, were removed, and steam-heating, by the most approved apparatus, was substituted throughout the building. At the same time the "Old Barracks," as it was then called,—a large, unsightly, and useless pile of brick, erected originally for a military school, and rapidly falling into irreparable decay,—was rescued, by placing upon it a new roof, so constructed as to permit the removal of the most of its supporting walls. These heavy walls were safely removed, and two spacious and appropriate rooms were constructed, one at each end of the building, for the use of the two students' societies now occupying them; and in the removal of the libraries and appurtenances of these societies, so anxious was I lest anything should be injured or misplaced, that, at the expense of many days in the heat of summer, I not only personally superintended the work, but with my own hands placed every book in both of those libraries in precisely the same order and relative position upon the shelves in which the societies had left them at the close of the session. The University library was in like manner provided for and removed. Thus, though I confess it tasked my engineering skill quite heavily, was Lindsley Hall rescued from destruction, and utilized in such manner as to make it an exceedingly valuable building to the College.

The chapel was formally dedicated on the afternoon of May 5, 1882, on which occasion an address was made by the Chancellor, followed by appropriate speeches from the venerable President of the University Trustees, His Excellency Governor Hawkins, Trustees of the University, members of the Tennessee Board of Education and of the city government of Nashville, etc. The dedicating prayer was offered by Dr. J. W. Hoyte, and the exercises were enlivened by music, vocal and instrumental, by members of the College.

More recently still, the "Old Faculty House," so called, has been removed, except a portion which has been converted into one of the finest "Sanitary Gymnasiums" in the South. This was, as some of you already know, dedicated near the close of the last session, and has now been opened for the benefit and enjoyment of our students under more complete direction than any of

the kind known to me, and from which the most important and valuable results are sure to follow.

Besides this, and now approaching completion, we have one of the largest and best equipped working Chemical Laboratories in the region, in which our students are not only to be taught the first principles of chemical science, but their practical application in connection with laboratory work, under the instruction and superintendence of a learned and skilled master. Here they will be taught the great facts on which the necessities and comforts of daily life most largely depend, and how to apply this knowledge in common schools by the aid of the simplest and cheapest apparatus; and here such as have a natural taste for such studies, and the requisite time and perseverance for thorough study and the most extended original investigation, will be able, after their collegiate course has terminated, to perfect their acquisitions. There seems to me to be literally no limit to the advantages to be hoped for by both the College and the community from such a Chemical Department and such a Laboratory as we propose.

Our Normal College, here let me remind you, is not a literary college in the ordinary acceptance of that term, but is, *in nature and design, professional*; its object, the very reason of its being, is unique and well defined; hence, from beginning to end, from first to last, we endeavor to maintain a strictly professional character. Consequently, all studies are pursued with special reference to their being in the most scientific, thorough, and economical manner imparted to the children and youth of the country. No lesson or exercise is wholly acceptable unless it can be reproduced in a similar or better manner than that in which the instruction has been received. In other words, "pedagogy," as it is sometimes called, is at the foundation of every study and exercise, from the beginning to the close of the student's course. Were this not the case, — were our requirements, necessary as we are now situated, to be relaxed, and the studies to become more general, — our number of students, as I have the best of reasons for knowing, would soon become so great that to find them shelter and proper instruction would be wholly out of the question. I have, from the first, been looking anxiously and hopefully for the time when very much, perhaps the most, of the mere study of branches of knowledge should be done in the unprofessional institutions, and when our

work would be merely such reviews as the science of instruction might require, with such additions merely as breadth and fulness of acquisition might demand. But that day, though it evidently approaches, is not yet. I may remark, as I pass on, that, as our object is to educate and train persons for service in the instruction and management of schools, and especially public schools of every grade, our College, in its very organization, is designed to resemble the highest grades of these schools, with a responsible head and assistants, rather than a collegiate President and Faculty composed of specialists in professors' chairs.

Besides the additions and improvements already effected or in contemplation, to which allusion has been made, there is another which must at a proper time be introduced. I refer to a model or training school, — something like, and yet more extended, than the Montgomery Bell Academy arrangement referred to in the earlier part of this address ; — a graded school, composed of children representing the two sexes and the various ordinary conditions of life ; a school which, in grounds, buildings, furniture, and all kinds of equipment, should be as nearly perfect as possible, — a model worthy of examination and adoption ; a school which, in its organization and conduct, should be typical of the best thought and experience of the age ; a school properly officered and conducted so as to preserve continuity of instruction and management, in which our pupils should spend a portion of time in careful observation and another portion in actual practice under the immediate eye of the head teacher, subject to his direction and criticism, and subject to a full and impartial report from both parties to the head of the College. Such a school was connected with the Normal School which I taught many years ago in Massachusetts, and from it most important advantages were derived. A still better, or perhaps an additional arrangement, will, I hope, in time be effected with one or more of the schools in the vicinity : the attempts thus far made to secure this object in the past have not met with success. Whatever additions or improvements are in progress, or not fully completed, you may be sure that, with a constant eye to the present and prospective wants of this part of the country, — to the closest possible adaptation of the education and training it affords to the peculiarities of the people, — its friends will never cease to labor for its completest development and highest usefulness.

It has been my somewhat remarkable fortune to organize and conduct this now most important institution for nine years, with what success the proud reputation which our College enjoys in all these Southern States, if no more, abundantly declares; opposed by obstacles, encompassed by difficulties most formidable in character, and through crises which would have destroyed it, had it been less securely founded, — and this, too, with a responsibility to three distinct Boards of Trust, composed of gentlemen of the highest distinction in the State and nation, with relations to each other and the College imperfectly defined, but all deeply interested in its welfare. I am sure I shall be pardoned, if, under such peculiar circumstances, I take an honest pride in the fact that I have enjoyed the confidence of these three Boards during so long a period, and that nothing has disturbed our mutual harmony.

The deep and still growing interest felt in it by the Trustees of the Peabody Education Fund, whose venerated and most distinguished President, in his opening address to his colleagues at their last annual meeting in New York, calls it “our great Normal College at Nashville,” will not be diminished so long as its success continues to realize their hopes and expectations.

The Trustees of the University of Nashville will still generously devote their spacious and beautiful campus and its classic buildings — a heritage rich indeed, if estimated at present money values alone — to secure for it an appropriate home.

And the State of Tennessee through its Board of Education will, it is confidently believed, continue its fostering regard and aid in its support.

And should the time come, not many years hence, when the Peabody Fund shall lay down the great trust it has administered with such signal wisdom and usefulness to our country for so many years, according to the will of its illustrious founder, I confidently believe that our Normal College will be found, in the beauty of its grounds, the appropriateness of its buildings, its facilities of every kind for carrying out their well-known views for the higher education of teachers, and in its substantial success, worthy to be remembered with favor.

I regret that, in closing this perhaps too extended address, I cannot speak to you in fitting terms of many of the individual members of the three Boards of Trust, to whom I have had occasion to allude. Of two or three I have already spoken. Would

time permit, I would like to bring more prominently before you such men as Ex-Governor Porter, an alumnus and trustee of the University of Nashville, whose words of encouragement, when I first saw him in his office in yonder Capitol, did much toward determining my connection with this enterprise, whose wise counsels I have so highly valued, whose friendship I have so long enjoyed, whose many visits to the College, from time to time, were so welcome, and amid the clustering honors of whose administration none in the coming ages will shine with greater lustre than the Normal College he so hopefully fostered. His recent election to the Peabody Board was but a natural and most fitting tribute to him as a scholar, statesman, gentleman, and cordial supporter of their great purposes.

I would like to speak of Dr. W. P. Jones, one of the pioneers of common education in the South, and a life-long advocate of public schools as the very corner-stone of freedom and republican institutions,—a gentleman whose high moral principle and unflinching integrity, as well as great ability in the execution of many most important trusts, public and private, have won for him the imperishable regard of his fellow citizens, and to whose timely counsel and efficient aid this College owes its lasting gratitude,—and of Dr. J. B. Lindsley, formerly Chancellor of the University, the learned and accomplished historian of Tennessee, to whose early and persistent efforts in behalf of popular education the whole South is greatly indebted.

I would speak of Hon. A. J. Porter, also an alumnus and trustee, whose wise advice and prompt assistance in many a doubtful case I have never sought in vain; of Colonel Reese, one of the very first to welcome me to Nashville; and of many others with whom I shall ever regard it as an honor to have been associated, and whose personal friendship will be prized as long as memory lasts. But I must close.

In an early letter from Dr. Sears, he says: "Under the fostering care of Boards of Trust, this College is destined to become the pride of the South." Often and most hopefully has this expression been repeated; and as I have reviewed its nine years' history, and noted its steady progress and development, its widely extended reputation in all these States, I am justified in declaring, with gratitude to God, who has so signally blessed it, my belief that the realization of these hopes is not distant.

*Names of Persons composing the Boards of Trust interested in the
Normal College at its Organization, December 1, 1875.*

Trustees of the Peabody Education Fund.

Hon. ROBERT C. WINTHROP, <i>President</i>	<i>Massachusetts.</i>
Hon. HAMILTON FISH	<i>New York.</i>
General ULYSSES S. GRANT	<i>United States Army.</i>
Hon. JOHN H. CLIFFORD	<i>Massachusetts.</i>
Hon. WILLIAM AIKEN	<i>South Carolina.</i>
Hon. WILLIAM M. EVARTS	<i>New York.</i>
GEORGE W. RIGGS, Esq.	<i>Washington.</i>
SAMUEL WETMORE, Esq.	<i>New York.</i>
GEORGE PEABODY RUSSELL, Esq.	<i>Massachusetts.</i>
Hon. SAMUEL WATSON	<i>Tennessee.</i>
Hon. A. H. H. STUART	<i>Virginia.</i>
General RICHARD TAYLOR	<i>Louisiana.</i>
Surgeon-Gen. JOSEPH K. BARNES, U. S. A.	<i>Washington.</i>
Chief Justice MORRISON R. WAITE	<i>Washington.</i>
Right Rev. H. B. WHIPPLE	<i>Minnesota.</i>
Rev. BARNAS SEARS, D. D., <i>General Agent</i>	<i>Virginia.</i>

Trustees of the University of Nashville.

Hon. EDWIN H. EWING.	<i>President.</i>
His Excellency JAMES D. PORTER	<i>Ex officio.</i>
FRANCIS B. FOGG, Esq.	SAMUEL WATKINS, Esq.
JACOB V. MCGAVOCK, Esq.	Hon. JOHN TRIMBLE.
Hon. CHARLES READY.	CHARLES K. WINSTON, M.D.
WILLIAM T. BERRY, Esq.	A. V. S. LINDSLEY, Esq., <i>Treas. and Sec.</i>
JOHN T. BASS, Esq.	Hon. SAMUEL WATSON.
Hon. WILLIAM F. COOPER.	JOHN OVERTON, Esq.
ROBERT C. FOSTER, M.D.	Hon. H. H. HARRISON.
ALEXANDER J. PORTER, Esq.	Hon. SAMUEL MORGAN.
ABRAM L. DEMOSS, Esq.	Hon. E. H. EAST.
FRANK T. REID, Esq.	WILLIAM B. REESE, Esq.

EBEN S. STEARNS, *Chancellor.*

State Board of Education of Tennessee.

His Excellency JAMES D. PORTER	<i>Ex officio, President.</i>
J. BERRIEN LINDSLEY, M. D., LL. D.	<i>Secretary.</i>
Hon. EDWIN H. EWING.	J. J. REESE, Esq.
LUTHER G. TARBOX, Esq.	R. W. MITCHELL, M. D.

Instructors.

EBEN S. STEARNS	<i>Chancellor and President.</i>
JULIA A. SEARS.	EMMA M. CUTTER.

The "Pioneers," present and enrolled as Students, December 1, 1875.

LIZZIE LEE BLOOMSTEIN	<i>Nashville.</i>
MATTIE CAPPS	<i>Livingston Co.</i>
AUGUSTA GATTINGER	<i>Nashville.</i>
ALIDA B. HARRISON	<i>Nashville.</i>
LIZZIE KEEL	<i>Nashville.</i>
LOUISE LINDSLEY	<i>Nashville.</i>
ALICE R. PHILLIPS	<i>Nashville.</i>
AGNES W. PUTNAM	<i>Coffee Co.</i>
JOSEPHINE RAESFELD	<i>Nashville.</i>
CALLIE SNEED	<i>Alexandria.</i>
MARY A. F. STEARNS	<i>Nashville.</i>
VIRGINIA Z. WILSON	<i>Nashville.</i>
ELIZABETH WOODFIN	<i>Nashville.</i>

TWENTY-FIFTH MEETING OF THE TRUSTEES.

NEW YORK, Oct. 6, 1886.

THE Trustees met at the Fifth Avenue Hotel, in New York, on October 6, at 12 o'clock, noon.

There were present: Mr. WINTHROP, the Chairman, and Messrs. AIKEN, EVARTS, WAITE, WHIPPLE, LYMAN, HAYES, MANNING, DREXEL, GREEN, and PORTER.

Bishop WHIPPLE opened the meeting with prayer.

The records of the last meeting were read and accepted; after which Mr. WINTHROP addressed the Board as follows:—

GENTLEMEN OF THE PEABODY BOARD OF TRUSTEES:—

I MAY well congratulate you all, as I certainly congratulate myself, that we have a quorum for the transaction of business this morning. There was grave cause for doubt, up to a late moment, whether the presence of nine members could be secured; and I even felt obliged to telegraph good Bishop WHIPPLE, at Faribault, — who had just arrived from an Indian Commission in the wilderness, and who was anxious to be at the opening of the Triennial Convention at Chicago, — that we could not spare him. He never fails in the discharge of any duty, and he has already invoked a blessing on our work. Governor AIKEN, too, is with us, direct from poor Charleston, and at great

personal inconvenience. But General JACKSON is still in Mexico. Governor FISH and Mr. STUART are detained by ill health. And President CLEVELAND, whom we hoped to have welcomed to our counsels until a few hours ago, has been compelled at the last moment, by inexorable public business, to remain at Washington. He has kindly sent us word, however, that he will come on at once, if necessary to make a quorum. Happily, we shall not be obliged to call upon him, as eleven members of the Board are now present, and we may at once proceed to the business of our Annual Meeting.

Our work, I am happy to say; Gentlemen, has gone along quietly, but most satisfactorily, during the past year. The lamented withdrawal of our late General Agent, Dr. CURRY, on his appointment as United States Minister to Spain, was communicated to the Board too unexpectedly, and at too late a moment, to allow of any deliberate action, at their last Annual Meeting, on the subject of appointing a successor in that office. A resolution was accordingly adopted that the question of choosing a new General Agent be postponed for consideration until the next meeting of the Board, and that in the mean time authority be given to the Executive Committee to make such temporary arrangements for conducting the General Agency as they might find necessary. Our Secretary, Dr. GREEN, was subsequently authorized and requested to conduct the correspondence of the Board, to sign checks, and otherwise to perform temporarily, under the advice and control of the Executive Committee, all the duties of a General Agent; and a sum not to exceed \$1,000 was appropriated, as heretofore, for the incidental expenses relating to those duties.

Dr. GREEN most kindly accepted the responsibilities thus imposed on him, and under the authority thus conferred

the work of the Board has been carried along by him for a full year, as General Agent *pro tempore*. As Chairman of the Board, and Chairman *ex officio* of the Executive Committee, I have been constantly kept advised of whatever was done or proposed to be done, and have been consulted in regard to everything as to which a doubt could be suggested. I have thus been an immediate witness of Dr. GREEN's careful and faithful discharge of the duties devolved upon him, for which he is richly entitled to the grateful acknowledgments of us all. He will presently submit his Report, and the Trustees will then be able to decide how far it is important or desirable to proceed, at the present meeting, to the election of a new General Agent.

There are numerous applications for that office, accompanied, in some cases, with abundant testimonials as to the character and qualifications of the applicant. I do not propose to make any open exhibition of these papers. They will be privately communicated to the Board, in case it shall be decided that a new General Agent is needed at present, or will be laid aside and preserved for future reference.

Upon this subject, however, I may feel at liberty to say that the experiment of the past year has entirely confirmed the opinion which I expressed at our last meeting. The services of an active and devoted General Agent have been indispensable to this Board during the greater part of the period which has elapsed since such an officer was made a principal feature of our original organization. We could not have carried on our work so efficiently as we have done, or indeed have carried it on at all, without the aid of Dr. SEARS and Dr. CURRY successively, and I am glad to find an opportunity of bearing renewed testimony to their invaluable services. But I repeat the remark which I made last year, that our work has become so systematized and simplified that, in my judgment, we no longer need the full

measure of service which has heretofore been required; and thus that the large salary which has been richly earned by our General Agents hitherto may wisely and safely be reserved for a time, as it has been during the past year, to increase our restricted resources for general educational purposes. The duty of addressing legislatures and municipal authorities and popular assemblies, in behalf of common-school education, has been thoroughly done by Dr. SEARS and Dr. CURRY. Other and able men outside of this organization, like Dr. Mayo and Dr. Haygood, to name no others, are still doing excellent service in the same line. Little now remains for a General Agent of this Trust except to conduct the routine business of the Board in connection with our Treasurer and under the direction of our Executive Committee, as Dr. GREEN has so satisfactorily done. Upon the understanding, therefore, that he is willing to carry on our work for a second year, as a labor of love, if the Trustees shall desire him to do so, I cannot hesitate to recommend the renewed adoption of such an arrangement.

I am the more inclined to adhere to this economical course, in view of some increased demands on our resources which have been developed during the last few weeks, and to which I shall presently allude.

The income from our Two-million Fund, seriously diminished by the reduction of interest on our bonds since they were originally given us by Mr. PEABODY, has been quite insufficient, as we well know, for accomplishing all we desired to accomplish, and all that we might have accomplished with larger means. We may rejoice, however, and be exceeding glad,—as we look back on our work during the twenty years which have elapsed since the creation of our Trust,—that so much has been done, and done successfully, in the great cause committed to us by our Founder. We were called to enter into an entirely new field, and to initiate measures for introducing systems of

common-school education where none had before existed. We now see, as primarily and principally the fruit of our counsels and labors, effective and excellent School Laws in all the States to whose children our Fund was consecrated; Model Schools in not a few of the cities and towns; Normal Schools in many of the States; and, more than all, an earnest and eager interest in education awakened, never again to sleep, throughout the South. It has been a grief to us, and still is, to be unable to respond to all the appeals for pecuniary aid which have been, and are still, made to us under such circumstances and in such a cause; and we have earnestly hoped, from year to year, that some ampler means would be forthcoming for this great work. There is but one source from which it can be adequately supplied.

It is now more than six years since the attention of Congress was invoked by this Board to the necessity of National Aid to education. The admirable report of our associate, Mr. STUART, of Virginia, as approved and signed by Chief Justice WAITE and Mr. EVARTS, and as cordially adopted by us all, was dated on the 19th of February, 1880. That report only contemplated a provision for the education of the great masses of colored children growing up in a condition of hopeless ignorance, in the Southern States, to become voters under a recently adopted amendment of the Constitution of the United States. It concluded with a resolution that a Memorial be presented to Congress, "praying that it may grant such aid as may be required to secure to the colored population of the Southern States the education which is necessary to fit them for the discharge of their duties as citizens of the United States." A Memorial, transmitting the report, was accordingly presented to both branches of Congress on the 8th of March of the same year, and it was followed by a special petition of our late General Agent, Dr. CURRY, of Virginia,

enforcing the views of Mr. STUART, and invoking the favorable and speedy attention and action of the Federal Government. To these appeals, bearing this double indorsement from eminent Virginians, never prone to ask or advocate measures of a questionable character from the Government, there has been no response.

At the time they were first made, it was calculated that "more than half a million of voters, scattered over half the Union," were absolutely and notoriously incompetent, from entire illiteracy, to any intelligent discharge of the public duties intrusted to them; and it was well added, in the report, that "this large class of uneducated voters are not merely citizens and voters of the States in which they respectively reside; they are also citizens of the United States. The power which they wield and the influence which they exert is not merely local; it is co-extensive with the Union. Their votes may decide the issues of peace or war; they may control presidential elections and give shape to the policy of the nation; they are entitled to participate in the election of President and Vice-President, of members of the House of Representatives, and of the State Legislatures which choose Senators of the United States; they elect Governors and legislators of their respective States, and in many States, judges, clerks, sheriffs, supervisors, magistrates, and almost every officer intrusted with the administration of public affairs; they are themselves eligible to all positions of honor, trust, and emolument, and legally competent to act as judges or to sit as jurors, involving the most sacred rights of life, liberty, and property."

This was said or written in 1880. If there were more than half a million of such absolutely illiterate and incompetent voters in the Southern States then, there must be a much larger number now. Every year has added to the number, and must continue to add to the number until

some adequate remedy has been provided. It is often charged; justly or unjustly, that the colored people in some parts of the South are deprived of the free exercise of their elective franchise. But the exercise of that franchise, in order to be free, must be intelligent; and there is no deprivation of it more positive or less excusable than the keeping of those entitled to it in a condition of brutal ignorance. Nor will anything have contributed so much to make the colored people the easy subjects of deception, intimidation, and corruption. If the colored vote is not to continue liable to be fraudulently manipulated, it can only be by educating the voters to read and write their own votes, and to understand their own rights and duties as citizens.

I have no authority, and no disposition, to involve others of this Board in any responsibility for the views which I may express on this subject; but the infirmities and contingencies of advanced age render me unwilling to omit the avowal once more of my own deep feeling, that the safety of our free institutions imperatively demands the education of those ignorant masses on whom the elective franchise was so suddenly precipitated, and that this can only be accomplished by National Aid,—from the proceeds of the public lands or otherwise. The prosperous schools and great school-systems of the Western States have owed their original foundation and not a little of their continued support to such aid; and I can see nothing of constitutionality or of expediency or of justice to prevent the Southern States from receiving similar aid in an exigency created by the action of the General Government. It is not, however, a sectional question, but one of vital moment to the welfare of the whole country.

Passing from this topic, I proceed to mention a call—I should rather call it a claim—upon our own most liberal consideration at this instant, which has arisen from the

appalling and deplorable calamity which has befallen the State of South Carolina, and more especially the city of Charleston. No one of the Southern States to whose schools our Fund was devoted by Mr. PEABODY has made greater or more successful efforts in the cause of education for some years past than South Carolina. The schools for both races, of Charleston and of Columbia especially, have been watched over by able and accomplished men, — such as Governor Hugh S. Thompson, Colonel Coward, the venerable Mr. Memminger, Dr. Toomer Porter, and Professor Johnson,—and have been brought to a high degree of efficiency and excellence. Before the occurrence of the late disastrous earthquake I was called on by Professor Johnson—now the Superintendent of Education in Columbia—with letters from Governor Shepherd, Governor Thompson, and others, setting forth that the common schools of Columbia no longer needed aid from us, and asking that the thousand dollars heretofore appropriated to them might be transferred to the establishment and support of a Training-school for Teachers, and that at least five hundred dollars might be added to that appropriation, for the present year. The object is a most important and desirable one; and I trust that Dr. GREEN, under the authority of the Executive Committee, may at once accede to the request.

But this is by no means all that we may feel called on to do for Carolina schools at this moment of supreme and exceptional exigency. The schools of Charleston especially would seem to invoke our most liberal consideration; and I should hope that, in the unlimited discretion which is given us in the distribution of our annual income, we may be able and willing to increase our apportionments for Charleston, even by the reduction, if necessary, of some of the appropriations for other cities or States which are in less immediate need of assistance. The whole salary of a

General Agent, should we decide to dispense with such an officer for another year, might well be employed in doing whatever requires to be done in sustaining the Charleston schools under the afflicting circumstances of that city. Should the Executive Committee find such a course desirable, I cannot doubt that it will meet with the hearty concurrence of the Trustees.

In the late comprehensive and admirable report on the schools of Virginia for the year ending 31 July, 1885, by the Hon. R. R. Farr, late Superintendent of Public Instruction in that State, my eye was especially and most agreeably attracted to a proposal, introduced at a conference of the Virginia superintendents, to provide for the placing of a statue of GEORGE PEABODY in the Statuary Hall of the Capitol at Washington, by the co-operation of all the States which have been beneficiaries of the Peabody Education Fund. Such a statue — which would involve but a small contribution from the individual States, should the proposal be adopted — would certainly be a well-merited tribute to the memory of one who, as soon as the Civil War was over, led the way on so grand a scale in the practical manifestation of that spirit of reconciliation and magnanimity which has since so happily prevailed throughout the land. But better than any statue for the fame of Mr. PEABODY will be the figures and facts connected with his munificent endowment as they will ever stand upon the record. While the principal sum (\$2,000,000) given by him for Southern schools has never been diminished by the action of this Board, and will remain to be distributed hereafter agreeably to the terms of his Trust, a sum considerably more than a million and a half of dollars has been already appropriated to those schools, from our income, with the most satisfactory and successful results.

Meantime, under the inspiration of his example, the noble Slater Fund has been established, and under the

lead of our associate, ex-President HAYES, and the more direct agency of Dr. Haygood, is yielding rich fruit for the colored race, to which it is exclusively devoted, particularly in the way of industrial education; while the grand endowment of Mr. Tulane has resulted in the organization of a University for the white race in Louisiana, which, under the presidency of Colonel William Preston Johnson, — whose masterly address at Topeka last July has attracted deserved attention, — promises to be hardly second to any university in our land. I might allude to the admirable Normal School which has been established under our auspices at Huntsville, in the State of Texas, and to other similar institutions in other States. But these introductory remarks have already been sufficiently long; and I hasten to bring them to a close by reading to you the letter of Dr. Stearns, the able and accomplished Chancellor of our great Normal College at Nashville, Tenn., which is looked to as the principal permanent memorial of this Trust, and in whose continued welfare we cannot fail to feel a particular interest and pride. He writes as follows:—

UNIVERSITY OF NASHVILLE, NORMAL COLLEGE,
Sept. 1, 1886.

HON. ROBERT C. WINTHROP, LL D, *President of the Trustees of the Peabody Education Fund*:—

DEAR SIR, — The favor with which you have received my somewhat desultory reports of the Normal College at Nashville, Tenn., in several past years, as well as your well-known continued deep interest in its affairs, leads me to hope that a similar narrative or statement, covering the last scholastic year, may be acceptable to yourself and the very distinguished Board of Trust to which it is so vitally indebted.

Very little that is noteworthy or of special interest has occurred during the last college year. Good health, good order, and devotion to the work for which it was established have largely characterized the students; and though no marked changes have been made or improvements added, I think we may fairly regard it as one of our most prosperous and successful years.

A full statement of receipts of funds from your Board, together with the expenditures of the same, duly vouched, is in the hands of your Treasurer.

The appropriations from the State of Tennessee are subject to Legislative action biennially. The last appropriation has not as yet been exhausted, though heavily drawn upon in payment of salaries particularly, and for current expenses, leaving too small a margin for the undertaking of improvements, however important or desirable. The only sources of income which the Normal College has, you will recollect, are your annual appropriation of \$9,000 and the \$10,000 received from the State of Tennessee, together with a small sum contributed by the students for text-books, etc. The salaries paid from this income are necessarily small, as a general thing, in comparison with what must be paid in order to secure to the College any good degree of permanence in those departments requiring the highest order of talents and acquisition, and, without which, as will be readily seen, it cannot hope to exert that influence and sustain that rank which we all so ardently crave for it. The College, of course, derives no income from the sum which you appropriate for scholarships.

The "Peabody Scholarships" continue in great demand. Those formerly enjoyed by students from the States of Mississippi and Florida having been withdrawn, with the advice and consent of your Executive Committee they have been distributed among the other States having relations to your Trust. The additions thus made have been received by the State Superintendents interested with much apparent satisfaction. The apportionment as it now stands is as follows. To the State of

Alabama	13
Arkansas	10
Georgia	14
Louisiana	8
N. Carolina	14
S. Carolina	10
Tennessee	14
Texas	9
Virginia	14
W. Virginia	8

Total, as before, 114

The frequent changes which occur among the State Superintendents of Instruction are, of course, generally much to be regretted; but as the office is in most, if not all, of the States, a political one, no improvement can be looked for, and we may only rejoice that thus far every new-comer, as soon as he has understood what has been desired of him, has cheerfully taken up the duty of selection of candidates with the same zeal as his predecessor. Although it is much to be regretted that some of those who have received the benefits of these scholarships have proved unworthy of the confidence reposed in them, or have been regardless of the obligations they have taken upon themselves, it is believed that this number is constantly decreasing, and that the great majority are filling places of much usefulness and influence.

Many are, or have been, heads of large schools. Some are town, city, or county superintendents. Some have conducted Institutes, or assisted the State Superintendents in the same work. Two are teachers in the Sam Houston Institute, at Huntsville, Texas; one in the State Normal School, at Farmville, Va.; and three have taught, or are teaching, in our own College. It is with sincere gratification that I continue to hear, from every direction, commendations of our scholarship graduates, and, directly or otherwise, testimony to the importance and success of the work our College has undertaken. It is evident that the public good your Fund thus appropriated has done and will continue to do in all coming time, which could probably have been done in no other way, is incalculable; and were it proper to do so, I would urge in this connection that, while every effort should be made to secure the honest and efficient use of the scholarships, the number apportioned to the States respectively should be increased rather than diminished in the future.

Public-school instruction throughout the Southern States, I need not intimate, is not only to be regarded as an accepted fact, but is rapidly becoming more and more understood and appreciated by all classes. It has still to contend with the powerful, though ever-weakening, prejudices handed down from the past; with the sparseness of population, which renders it impossible, often, to collect children enough to form a school in many miles

of territory ; and lastly, with the very meagre compensation paid teachers in the public schools generally for their laborious and self-sacrificing work, in comparison with what they may expect to derive from many other far more alluring employments. Personal observation in extensive travels over the Southern country, the testimony of all classes with whom I have mingled more or less freely, and my large correspondence with graduates and other intelligent persons scattered over this great section, deepens the conviction that substantial and lasting progress is being made as rapidly as could be hoped for by all who candidly and patiently note all the facts in the case, and that the Normal College is becoming more and more a most important factor in bringing on these great results.

On the 10th of December, 1885, "The University of Nashville," with which the Normal College has been connected, and whose buildings and grounds it has occupied from the beginning, commemorated, with appropriate exercises, its first Centennial,—a great age for a Southern college. The principal feature was an able and interesting address by Hon. Edwin H. Ewing, LL. D., the oldest living graduate of the University, and well known as a lawyer, statesman, and friend of popular education. As president of the Trustees and member of the State Board of Education for several years, he has done much towards the establishment and support of our College ; while, at the same time, his intimate acquaintance with its history and success renders his statements thus recorded most valuable. After allusions to the condition of the University and of the people at the close of the Civil War, he refers to the Normal College in words which I venture to append to this letter, as affording a tribute and a testimony from the highest source.

The annual session closed with the usual Commencement, at which forty-seven students received the graduate's diploma.

The Peabody silver medals were awarded to Amanda Lou Stoltzfus of the Senior class, and William Franklin Moncrieff of the Middle class.

The honorary degree of "Master of Arts" was conferred by the University on Prof. Ibzan Rice Dean, a graduate of the Normal College, who has been a teacher for several years in the Sam Houston Institute, in Texas.

Assuring you that not only those immediately interested, but also the Southern people generally, are becoming more and more appreciative of the great work you are doing for them through the Normal College,

I have the honor to be, with highest respect and esteem,

Most truly yours,

EBEN S. STEARNS,

Chancellor University of Nashville, and President State Normal College.

*Extract from the Address of Hon. EDWIN H. EWING, LL.D.,
at the Centennial Anniversary of the University of Nash-
ville, on the 10th of December, 1885:—*

"In the mean time there came a something which none had anticipated, and none uninspired could have predicted. A man, an American citizen, who had long lived in London, but whose heart was still warm toward his native people, in 1866 devoted by gift in his lifetime, 'millions of his money to providing the means of education for the children of those Southern and Southwestern States of our Union which had suffered during the Civil War.' This was done by a native of Massachusetts. It was done by a man yet in a green old age. It was done for the children of those who had lately stood in doubtful battle against that Union which he loved. It was not dropped from his hands, unnerved by approaching death, but *given* with a benediction while life still warmed his veins and spread its charms before him. It was magnificently done. Since JESUS died for man, praying with his last breath for his enemies, no nobler deed has been done among the sons of men. No need to name him. The name of GEORGE PEABODY is the synonyme on two continents of embodied philanthropy. May I say that I formed his acquaintance in London in 1851? I am proud to have known him. The Fund thus created was placed in the hands of Trustees, who were to devise the ways for its most effectual distribution. Of these Trustees, Robert C. Winthrop, of Massachusetts, was by the founder of the charity named as President. I might pause upon this name, but what could I add to the fame of one whose life is already incorporated in the history of his country? With him were associated others of the choicest spirits of the land. Of the plans they adopted, of the aid they have given and are still giving to Southern schools and institutions of learning, in a most generous and catholic spirit, my limits forbid me to speak. This

grand council of the charity, however, needed an executive officer to carry out their resolves, — a man not merely of routine and of detail, but of comprehensive views and of enlarged sympathies; a man learned and trained as an educator; a man of vigorous intellect and conciliatory manners, sagacious and far-seeing; a man of zeal, integrity, industry, and energy; and finally, a man, if necessary, ready to sacrifice himself for the good of the cause in which he was engaged. Such a man they found in Dr. Barnas Sears, who was made the 'General Agent' of the Trust. Dr. Sears soon saw, in the course of his perquisitions in the schools of the South, that the grand desideratum was a well-trained set of teachers. The hap-hazard instructors with which the schools were provided, it was found, could no longer be relied on to carry out the grand purposes of the charity. A training-school for teachers was soon believed to be a prime necessity. It was resolved upon. For such a school many things were necessary: buildings, grounds, a competent head, a corps of instructors. There were already such schools in the East; there were none in the South: a head must be sought in the East. After much reflection and many negotiations, it was believed that such a school — a Normal School — should be best established at Nashville. The undergraduate buildings of our University were unoccupied except by the Montgomery Bell Academy. There was still a remnant of the old endowment fund of the University. There was a hope, with a confident belief, that the Legislature of Tennessee would do something in aid of such a school. Upon such materials, in *esse* and in *posse*, it was thought a school might be set on foot. The Trustees of the University offered their buildings and the interest of their funds; the Trustees of the Peabody Fund stood ready to furnish, for a time, \$6,000 per annum in support; the Legislature of Tennessee (though without an appropriation) adopted the school by a charter. By all it was agreed that the experiment should be made. And now it became necessary to select a head for the school. This was with the utmost confidence intrusted to Dr. Sears. He found a man suited to the occasion, — our present Chancellor, Dr. E. S. Stearns. As to what manner of man he is, let his works speak. Ten years ago he went into possession of this doubtful inheritance. Of the means existing to set on foot and uphold this new enterprise, I have already spoken. To Dr. Stearns the land was a new and a strange one. The promises of the Trustees of the University, though honestly made, were those of mainly old and unenterprising men. The State would not, perhaps could not, do anything. With all his fervid zeal, Dr. Sears had very many other objects to distract his attention from the new project. Did it not require courage of no common order to look the future in the face? No students had been

promised ; the native merits of a prospectus could alone be depended on for acceptance of its invitation. It had no party ; it had no religious sect to support its pretensions. But the school was organized, it was developed, it has grown, it has become a college. In his last annual address to the Trustees of the Peabody Fund, its venerable and venerated President called it our 'Great Normal College at Nashville.' What, then, shall I say of him who, in all this, has been its active executor ? To say that he is wise, brave, energetic, learned, shrewd, vigorous, faithful, would be to say only what I know personally to be true ; what *only* he would ask and what all should be ready to accord is, that he may be judged by his works. It would be a sad day for the institution should he be lost to it, whether by death or otherwise, — one not readily to be repaired. Among other things to his credit with us, be it recollected that when, by the tempting offers of Georgia, this college, with all its future promise, and with its hope of becoming the *ultimus hares* of George Peabody's beneficent gift, was about to be transferred to another State, his fiat fixed its destiny here. For an accurate, lucid, and eloquent sketch of the history of this Normal School and College, I refer my hearers to the discourse of Dr. Stearns, delivered at the commencement of December, 1884.

"Of others, besides those above-mentioned, who were prominent in originating and efficient in building up this branch of the University, something might be said, but among the living it were invidious, perhaps, to single out individuals. Of one of the dead I may say, that to his thoughtful mind and energetic persistence, more than to those of any other one man not already mentioned, was our Normal institution indebted for existence and upbuilding. To his collaborators I need not name him ; to others it may be necessary : this was the late Judge Samuel Watson. The Normal College having been formally adopted by the State, is now receiving respectable legislative aid."

The Acting General Agent, Dr. GREEN, then read his Report, as follows :—

REPORT OF HON. SAMUEL A. GREEN,
GENERAL AGENT *pro tem.*

To the Trustees of the Peabody Education Fund:

GENTLEMEN,—At the last Annual Meeting of the Trustees I was “authorized and requested to conduct the correspondence of the Board, to sign checks, and otherwise to act under the advice and control of the Executive Committee, performing temporarily the duties of the General Agent;” and, having acted under this authority, I now have the honor to present the following Report:—

Before Dr. CURRY left the office which he had filled so ably and satisfactorily during a period of four years and a half, he kindly drew up a series of hints and suggestions, which I have tried to keep steadily in mind, feeling that his recommendations were my best guidance. Until I assumed these temporary duties I was not aware how much his educational labors had accomplished at the South through speeches and writings, not only by stimulating thought in the direction of public instruction, but by raising the standard of methods and setting forth the need of trained teachers. By an extensive correspondence with various State Superintendents of Education and other gentlemen at the South I have been deeply impressed with Dr. CURRY's wide influence in all these matters, as well as with his wise administration of affairs relating to the General Agency.

At the last meeting it was voted that the General Agent, in the distribution of the income of the Fund, be instructed to omit Florida until she pays the interest on her bonds held by the Trustees, or makes some provision for the recognition and adjustment of such bonds; though it was

understood that this action should not affect the standing or continuance of any scholar from that State then in the Normal College at Nashville. In accordance with this vote the sum of \$2,000, which had been allotted to Florida for Schools and Institutes, was divided among the ten other States which receive Mr. PEABODY'S bounty, leaving to that State only the amount appropriated for the benefit of her scholars remaining at the Normal College, which was \$1,000.

Hereafter Florida and Mississippi will be omitted in the apportionment of scholarships ; and the question comes up, what should be done with the seventeen previously belonging to these States. It seemed desirable that the other Southern States should have the benefit of this curtailment without delay ; and last spring, in order to secure this end, Dr. Stearns made a new allotment, which met the approval of the Executive Committee, by which these scholarships were assigned as follows :—

Alabama	13, previously having . . .	10
Arkansas	" " . . .	8
Georgia	14 " " . . .	12
Louisiana	8 " " . . .	5
North Carolina	14 " " . . .	12
South Carolina	10 " " . . .	8
Tennessee	14 " " . . .	14
Texas	9 " " . . .	8
Virginia	14 " " . . .	14
West Virginia	8 " " . . .	6
	<hr/>	<hr/>
	114	97

Each of the scholarships represents \$200 ; and the amount for their support is sent directly to Dr. Stearns at Nashville.

At the end of this Report a statement is appended of the distribution of the income of the Fund. This sum has amounted during the past year to \$62,365, divided as follows : Scholarships, \$20,000 ; Normal Schools, \$10,700 ;

Institutes, \$10,265 ; Public Schools, \$8,900 ; Normal College, \$9,500 ; Institutes and Normal School (West Virginia) \$2,800 ; and Mr. Mayo's agency, \$200. In connection with this statement the following extracts from the several Reports made by the State Superintendents have an interest, as showing somewhat in detail how the money has been spent :—

SOUTH CAROLINA.

From an intimation contained in the Report of the Hon. A. Coward, I regret to learn that the State is soon to lose his valuable services as Superintendent of Education. His labors have won for him a wide reputation, and it will be difficult to fill his place with a man so accomplished in his learning and so zealous in his work. He writes :—

It gives me unqualified pleasure to report continuous progress in the educational work of the State, in which the Peabody Fund is gratefully regarded by our people as a potent factor. The operations of your Board have been directed, as in preceding years, into two channels ; namely,—direct aid to schools, and the support of the different agencies for the improvement of teachers. Comprehending that the policy of the Board is to throw the greatest weight of its support into the latter channel, I have discouraged applications for the support of particular schools, whose only claim is the need of more money to do effective work, and I have given preference mainly to those which, by their location and importance, are calculated to produce the best results upon the aggregate betterment of our school system. The well-organized graded school furnishes the only reliable means of introducing the best methods of instruction and discipline, and I have deemed it best to encourage its establishment wherever population is sufficiently concentrated to make it practicable. The desire for the establishment of such schools is increasing, year by year, among our most thoughtful people ; but the opposing influences of private schools and of the constitutional inertia of our small communities will make their general establishment a work of time.

SCHOOLS.

The schools supported in part by aid from the Peabody Fund for the year just closed are —

(1) Columbia Graded Schools (3d year) . . .	\$1,000.00
(2) Spartanburg Graded Schools (2d year) . . .	800.00
(3) Bamberg Graded School (1st year) . . .	300.00
(4) Florence Graded Schools (1st year). . .	300.00
(5) Beaufort Graded School	300.00

Notes.

(1) These schools have taken firm hold on the affections of the citizens, and are justly regarded as models of thorough teaching. They can now stand without the aid so generously given by your Board.

(2) These schools have completed the second year of their existence, and are still successfully winning their way into popular favor. I would respectfully recommend increased aid for another year.

(3) Although small, this school is doing excellent work and deserves encouragement.

(4) The success that has attended the establishment of the graded system at Florence has been beyond reasonable anticipation. The local tax for the support of the school next year was voted unanimously, and the erection of new and commodious buildings promises to be a fact in the near future.

(5) The peculiar condition of the white people of Beaufort has already been laid before your Board. The school is doing as good work as can be expected, and is still deserving the charitable support that has been given it for several years.

TRAINING AND IMPROVEMENT OF TEACHERS.

Besides the scholarships enjoyed by pupils from this State in the Nashville Normal College, aid from your Fund has been given, through this Office, to the following institutions :—

(1) Claflin University (Normal Department) . .	\$500.00
(2) Brainerd Institute (Normal Department) . .	150.00
(3) State Normal Institutes	817.08

Notes.

(1) This Institution embraces the branch of the Agricultural and Mechanical College of South Carolina for colored students, and it is, therefore, under State supervision. I know, from personal observation, that the teaching done here in the Normal department is excellent. A large number of our best colored teachers are graduates of this Institution, and are doing good work among their race in all parts of the State.

(2) The lower department of this Institution forms that part of the Chester graded schools devoted to colored children, and is, therefore, subject to supervision and control as other public schools. The upper department is devoted chiefly to qualifying its pupils to teach. The Institution is under admirable control, and exerts an excellent influence in the region in which it is located.

(3) The State Normal Institute for colored teachers, under the charge of Mr. M. A. Warren, of Connecticut, was in session from July 6 to July 31, in Columbia. Attendance, one hundred and fifteen.

The Institute for white teachers, under my immediate direction, was in session in Greenville from August 3 to August 28. Attendance, two hundred and fourteen.

The instructors in both Institutes were practical school-teachers of long and successful experience, and their instructions were of the highest value to the teacher-pupils. Considering the financial adversities of the last two years, and the number of County Institutes held in many parts of the State, the attendance at both Institutes was gratifyingly large.

PEABODY SCHOLARSHIPS IN THE NORMAL COLLEGE
AT NASHVILLE.

Of the seven incumbents of the scholarships given by your Board to this State, three remain in the College for their second year's course, three were graduated at the end of the last collegiate year, and one withdrew without completing the course. The four vacancies thus created, and the three additional scholarships recently granted, were filled by competitive examination held by me on the 25th of August. The names of the successful competitors have been forwarded to Dr. Stearns.

SUGGESTIONS.

Although I shall not have the pleasure of administering the beneficence of your Fund another year, I take the liberty of suggesting the following apportionment for your consideration. I do this with full confidence that my successor in the office of State Superintendent will be ready to co-operate zealously with you in the noble work of the Peabody Trust:—

Spartanburg Graded Schools (3d year)	\$850.00
Florence Graded Schools (2d year)	500.00
Greenville Graded Schools (1st year)	850.00
Beaufort Graded School (exceptional)	300.00
Mitchell's Academy	300.00
Georgetown Graded Schools *	300.00
Sterling School, Orangeburg	150.00
Training School for Teachers, Columbia	1,500.00
Clafin University (Normal Department)	750.00
State Normal Institutes	1,000.00
	<hr/>
	\$6,500.00

Of this total (\$6,500.00) \$832.92 are already in hand, as shown by statement of account herewith enclosed.

During the usual period for the closing exercises, I distributed Peabody medals to all schools receiving aid, except those in Spartanburg, in which the School Board disapproved the policy of giving any kind of prize. Several of these medals were given to the pupils by me in person. I am inclined to agree with the Spartanburg Board in rejecting the prize system as a means of school stimulation. I think it would be much better if your Board would issue a life-size plaster bust, or a medallion in bas-relief, of Mr. PEABODY, to each school supported by the Fund, to be used as a permanent ornament of the schoolhouse. The medal usually disappears from the school as soon as awarded, and thus fails to impress the valuable lesson it might be made to teach; the bust or medallion would remain as a constant reminder of the virtues of the great benefactor.

* The Act constituting Georgetown a special school district was passed and approved last December. The supplemental local tax has been levied; but the schools may not be put into operation in time to entitle them to this apportionment.

NORTH CAROLINA.

The Hon. S. M. Finger, Superintendent of Public Instruction, writes :—

I desire specially to thank the Trustees for the help extended to this State, and to say that the scholarships at Nashville Normal College are much sought after, and have done much good ; also to say that the funds distributed among the twelve Normal Schools,—Institutes really, in session four weeks,—eight for the whites and four for the colored people, have been much appreciated, and profitably expended.

Graded schools would also gratefully acknowledge the Board's grants to them, from which good results have been realized.

VIRGINIA.

During the past year the Hon. R. R. Farr has retired from the position of Superintendent of Public Instruction, which he has filled with great credit to himself as well as to the State ; and he is succeeded by the Hon. John L. Buchanan, who entered upon his duties last spring. From the Report made by him the following facts are gathered :

I have not yet received formal Reports from those in charge of Peabody Institutes in Virginia during the present summer. I can, however, from information gained by visits to the Institutes while in progress, make a general report which I trust will furnish, in the main, the facts wanted.

Three Institutes were held during the summer, of which the expenses were paid out of the appropriation from the Peabody Fund,—

One at Staunton, Va., term four weeks, attendance about	. 400
One at Salem, " " " " " "	. 400
(These were for white teachers of both sexes.)	
One at Petersburg, Va., term eight weeks, attendance	. . 253
(This was for colored teachers of both sexes.)	
Amount of appropriation from Peabody Fund	. . . \$1,900.00
Amount expended.	. . . . . 1,575 00
Balance on hand	. . . . . \$325.00

The work done is, in the main, satisfactory. The subjects embraced in the course of instruction were those usually treated in a Normal course, including vocal music. If desired, I shall be pleased to make a detailed Report as soon as I receive the Reports from the Superintendents of the Institutes.

WEST VIRGINIA.

The Hon. Benjamin S. Morgan, State Superintendent, gives an encouraging Report, and says:—

That you may see how the Institute is growing in West Virginia, I will give the enrolment of teachers for the past five years:—

1881	4,410
1882	4,699
1883	4,545
1884	4,975
1885	5,711

The State Normal Schools have a larger enrolment of students during the past year than ever before, and are growing in popularity and usefulness. In regard to the Institute work for 1887, I would like to hold two Institutes of about four weeks in length, if our means will permit. Looking to this end, I hope you will see that the appropriation for West Virginia for 1887 is at least equal to that of 1886. I would be delighted to see it raised to \$3,000.

ALABAMA.

The Hon. Solomon Palmer, Superintendent of Education, says:—

In compliance with a request contained in your letter of July 23, I respectfully submit a brief statement of the application of the Peabody Education Fund received by me during the present scholastic year, as follows:—

In accordance with the expressed wish of Dr. CURRY and yourself, I distributed to the public schools of Auburn, \$300; Tuscaloosa, \$300; Prattville, \$250; and Marion, \$100. I also

applied, as requested by you, \$500 to Lincoln Normal College, at Marion; \$400 to Tuskegee Normal School, and \$300 to Huntsville Normal School, for training teachers of the colored race; also \$300 to Jacksonville Normal, for white male and female teachers, and \$200 to Livingston Normal for white female teachers.

Upon consultation with the Board of Directors and Faculty of the State Normal School, at Florence, it was deemed best to use the funds appropriated to that school in holding a State Normal Institute, in connection with and supplementary to its annual session. The success of the Institute proved the wisdom of the decision. This was the first State Teachers' Institute ever held in Alabama, and I have every reason to believe that much and lasting good was accomplished. For particulars of this Institute, I would respectfully refer you to the Report of Prof. T. J. Mitchell, the Superintendent, herewith submitted, and which you will find well worth reading.

In the latter part of the winter I employed Miss Matilda H. Ross, a lady of national reputation, and possessed of rare tact in such work, to conduct Institutes at the following places in this State, namely: Huntsville, Decatur, Cullman, Warrior, Birmingham, Montgomery, Greenville, and Evergreen. I accompanied Miss Ross during her engagement, and I cannot speak in too great praise of her and the work she did. The line of travel was from one end of the State to the other, and on each day, at all these Institutes, the attendance was large, and much enthusiasm was aroused among the teachers, insuring better methods and schools.

Prof. T. J. Mitchell, late Superintendent of Charlotte, N. C., Public Schools, but recently elected President of our State Normal, at Florence, in connection with Prof. James K. Powers, of the Faculty, have just held Teachers' Institutes, of one week's duration each, at Gadsden, in North Alabama, Troy, in Southeast Alabama, and Fayette Court House, in West Alabama. These Institutes have developed much good in stirring up both our teachers and people to realize the advantages of improved methods in instruction and in school government.

I employed, also, Prof. Wm. B. Patterson, President of Lincoln Normal College, during the months of July and August,

to hold a series of Institutes for the colored race, in all those counties of the State in which that race predominates. Professor Patterson is a successful teacher of long experience, and the colored race of Alabama owe to him a debt of gratitude they can never repay. He has had many years' experience in Institute work, and those held by him during the past summer have done great good.

Hoping the foregoing may be deemed by you a sufficient compliance with your request, permit me, in conclusion, to express to you personally, and through you to the Trustees of the Peabody Education Fund, my thanks and the gratitude of the people of Alabama for the valuable aid extended to the schools of this State ; and I earnestly hope that your timely and valued assistance may be continued and even increased the incoming year.

I would respectfully refer you for further information as to our school system and our normal and common schools to the printed copy of my Annual Report, and copies of the Reports of Professors Mitchell and Patterson, herewith mailed you.

Should you, or any of your Board, be inclined to visit the South, we will give you a cordial welcome, and show you what we are doing for the rising generation, both white and black.

LOUISIANA.

The Hon. Warren Easton, Superintendent of Public Instruction, writes : —

The State of Louisiana has been a recipient of the following amounts from the Peabody Fund for the year 1886 : —

For State Normal at Natchitoches	\$2,000.00
“ support of Teachers' Institutes	1,000.00
“ “ of Public Schools	600.00
“ Dr. Mayo's tour	200.00
Total	<u>\$3,800.00</u>

Besides this, the State was allowed five scholarships in the Normal College at Nashville. These have all been filled

during the past year, and all creditably with the exception of one, — sickness, I think, being the cause of her failure.

Interest in educational matters seems to be rapidly developing in this State. By reference to my Biennial Report, a copy of which has been mailed to you, you will find that during the past two years the attendance has largely increased, more money appropriated, school terms lengthened, and number of schools and teachers increased.

The General Assembly that concluded its work in July last was deeply interested in education, and did what it could in fostering all new movements. It increased the Normal School appropriation from \$6,000 to \$12,000, and appropriated \$1,000 for Institute work. This has placed our State Normal on a solid basis, and it will be able to continue the good work it had begun. I take pleasure in quoting from the Report of Dr. Edward E. Sheib, President of the State Normal, and conductor of the Institutes, to the Board of Administrators of the State Normal on the work of the Institutes for this year. He says : —

“ I have the honor of presenting to you the second Annual Report of the State Teachers’ Institutes held in the State of Louisiana. I beg to remind you that while the State Assembly of 1884 by its action (Act 51) imposed upon the President and Faculty of the State Normal School the responsibility of holding Teachers’ Institutes each year, it failed to provide the means for meeting the expenses necessarily connected with such work. Hence it was only with the assistance extended to the State by the Trustees of the Peabody Fund that it became possible for the President and Faculty of the State Normal School to comply with the provisions of the law. Whatever good may have been accomplished by this Institute work during the present and the past year, the Board of Trustees of the Peabody Fund is entitled to the most cordial gratitude of the State.

“ It will appear to you, I think, that a very great amount of valuable work has been accomplished in the Institutes held this year. In order that we may reap the fruit of the work which has been done, and that this work may continue without interruption, it is of importance that we should pray the Board of

Trustees of the Peabody Fund to continue the appropriation which it has generously made during the past years. As conductor of the Institutes, I may say that nowhere has the money of the Peabody Fund been expended more conscientiously for the object for which it was appropriated, and nowhere, I believe, has it accomplished more good.

"The Report of 1885 intimated that in estimating the good done in these Institutes, there must be taken into consideration several points : —

"1. The technical instruction in methods of teaching for the first time offered to the country teachers of Louisiana ;

"2. The organization of associations for the encouragement of our public schools ;

"3. The influencing of public opinion in favor of universal education.

"During the Institutes of this year these points were kept in mind. As this work is comparatively new in the State (the first earnest attempt to hold Institutes having been made last year), it seemed well in selecting places for meetings this summer to choose points which had not been visited last year. In this way the instructors found opportunity to come in contact with teachers and citizens whom they did not meet last year. At the same time, as you will see, this became the means of testing the interest awakened the previous year.

"The circular sent out by the State Superintendent early in the year invited the authorities of a large number of towns to inform the President of the State Normal School whether they wished Institutes held in their towns, and whether they would undertake to entertain the teachers from their parishes and the surrounding districts free of charge, or at least at very reasonable rates. In each instance the reply was a favorable one ; and this disposition of town and parish authorities, together with the cordial support of the press, contributed in a great measure to the successful working of the Institutes.

"Six places were selected for the holding of the Institutes of 1886 ; but after the circular announcing the time and place for these meetings had been sent out, a very urgent invitation was received from the School Board of New Orleans to hold an Institute in that city.

"The interest which the Faculty of the State Normal School and the State Superintendent have displayed in this work found expression in the willingness of these instructors to hold this extra Institute in New Orleans at a time of the year when, to say the least, the strain on body and mind is a severe one, in our southern latitude.

"There were held in all seven Institutes; and that a comparison may be more easily made, I have placed the figures representing the number of teachers in attendance last year and this year side by side.

1885.		1886.	
Shreveport	55	Atlanta	16
Alexandria	40	Mansfield	103
Opelousas	40	Minden	41
Lake Charles	6	Monroe	38
New Iberia	58	Donaldsonville	89
Thibodeaux	55	Clinton	40
		New Orleans	507
Total	254	Total	844

"In other words, in 1886 the number of teachers who attended the different Institutes, each of one week's duration, was 844, as compared to 254 teachers who were present at the Institutes last year. It is true that a large body of the New Orleans teachers increased the whole number in attendance. But even excluding the teachers of New Orleans, but including those country teachers who found it convenient to attend the New Orleans Institute (62), there were present this year at the Institutes four hundred teachers from the towns and country districts,—an increase of more than 60 per cent over last year.

"Moreover,—and this is important inasmuch as the Institutes aimed at creating a public sentiment in favor of public and universal education,—the attendance of citizens during all the sessions of the Institutes was far greater than last year. Thus at Atlanta,—an interior town removed from all railroads,—the representative men of Winn and Grant Parishes and more than two hundred citizens were in daily attendance.

"Again, at Mansfield there were, besides the 103 teachers, fully three hundred citizens present each day from nine o'clock in the morning until three o'clock in the afternoon. Similarly at other points.

"But the increased interest in this work since last year shows itself in another way: the towns of Atlanta, Minden, Monroe, and Clinton are located in sections of the State far removed from any of the places visited last year. As a consequence, there existed in those localities, notwithstanding all the efforts that had been made to remove all misunderstanding respecting the nature of the work that was to be done, apprehensions on the part of teachers that they were to be subjected to examinations, and on the part of those who are not teachers very often fears lest some of their most cherished institutions were to be attacked, or hopes that opportunity would be afforded them to listen to grand flights of oratory. The attendance at these places, as you will note, was small, the figures being almost the same as those at Alexandria and Opelousas last year.

"On the other hand, Mansfield is in easy reach of Shreveport, at which latter place an Institute was held last year. The whole number of teachers of Shreveport was present at Mansfield; moreover, in consequence of the introduction last year these teachers understood what they had to expect, and came prepared to derive every possible benefit from the course of lectures, talks, and presentations of methods. In a similar way the large attendance of teachers at Donaldsonville is to be explained. There seems good reason for asserting that if Institutes are held next year in sections of the country in which are located the towns of Minden, Monroe, and Clinton, they will be attended by very large numbers of teachers.

"The work done at the Institutes this year was superior to that of last. At each of the Institutes there were delivered courses of five lectures on mental development (psychology), five lectures on moral development, five lectures on first reading and phonetics, five lectures on numbers, five lectures on geography, five lectures on grammar, three lectures each on discipline and physiology. In New Orleans the programme was not so complete, owing to the warm weather. At each of the places in which Institutes were held, with the exception of New Orleans, from one to three public evening addresses were delivered.

"The Institutes were conducted by the President of the State Normal School and the State Superintendent of Public Education.

"The lecturers were Dr. Edward E. Sheib ; Miss Nette Rousseau ; Prof. J. T. Corlew ; Prof. Wm. Waterbury ; Prof. Alonzo Reed, author of 'Reed and Kellogg's Grammar ; and Hon. Warren Easton, State Superintendent Public Education. On account of withdrawal of Professor Corlew at the close of Monroe Institute, Prof. J. Roland Day, of Baton Rouge, was engaged to fill the place of Professor Corlew at Clinton and New Orleans. Prof. J. W. Nicholson of the State University attended the Institutes at Donaldsonville and New Orleans, and delivered a most interesting course of lectures on 'The Methods of Teaching and the Philosophy of Mathematics.' No one entered more fully into the spirit of the work than the State Superintendent. He was untiring in his efforts to make the Institutes the means of awakening new interest in the cause of education. Whatever good may have been accomplished is to be attributed mainly to his energy and forethought. As on former occasions, so again this year, his presence at the Institutes and his hearty participation in the work did much to secure that confidence on the part of the people in the present educational movement in the State, without which our best efforts must remain barren of results.

"But the improvement in the State during the past two years is made manifest in other ways. Parishes of Ascension and Iberville employed two graduates from the State Normal School respectively to do Institute work, to meet and advise with the teachers of the schools of their parishes, to visit their schools, and to suggest plans by which the instruction could be made more thorough. The work done by these graduates was very satisfactory, and reflects credit on themselves and the young State Normal School.

"Furthermore, there is an increased demand for carefully trained teachers. The applications for graduates from the State Normal School were very numerous.

"The sales of educational works on 'Theory and Practice,' and on 'Methods and Discipline,' have increased very rapidly. Several educators in the State were induced to publish a new educational paper, 'The Progressive Teacher.' This paper is a monthly, appears in New Orleans, and is very well received.

"There is an improvement observable in the schools, both in

the work which is being done and in the appearance of pupils and their school-rooms.

"And, finally, there is to be noticed in those sections of the State visited this year, on the part of teachers and of the general public, a greater interest in all that pertains to education. There is manifested greater liberality and a disposition to impose local taxes for school purposes.

"But it would be wrong to conclude this Report without making particular mention of the interest manifested by the colored people of the State in whatever refers to the schools. At all of the Institutes a very large proportion of the teachers present were colored ; and many of them are very intelligent and progressive men and women. They are to be complimented for the zeal which they are displaying in this momentous undertaking, — the education of their own children.

"Only a beginning has been made in this work, which has for its object the improvement of our teachers, — and through them improvement in the schools, — hearty co-operation of all who are interested in the advancement of the people of our State and of the republic, and the eventual development of intelligent and moral men and citizens. The State Normal, very properly, is becoming the initial point in this praiseworthy movement. Through the Institutes, as through its graduates, it carries its beneficial labors into the remotest sections of the State. In turn it draws from all these sections students who in the course of a few years are to become new forces and new centres of mental activity.

"In its memorial to the General Assembly of the State of Louisiana (June 19, 1886), the Louisiana Educational Society in earnest words indorsed the State Normal School and the Teachers' Institutes, and approved the manner in which they are striving to perform their important duties.

"But more than all else, the results — the cordial appreciation of the work as manifested by our best citizens and educators throughout the State, and the consciousness that those to whom the direction of this labor has been intrusted have attempted to perform their whole duty — give to us the security that, despite the present shortcomings and the unsatisfactory condition of our schools, we are moving rapidly forward to a better and brighter future.

"To you, gentlemen of the Board of Administrators, and to the ladies and gentlemen who so ably assisted me during the past year, so full of anxieties and perplexities, I am greatly indebted for your forbearance and your devotion.

"To the State Superintendent of Public Education, who only two years ago inaugurated this great movement in our State, and who has bravely and manfully stood up for our schools, introducing a uniform system of public instruction, demanding the appropriation of large sums of money for school purposes, laboring for the better preparation of teachers, and doing all that would contribute to the elevation of our people through the schools, we all owe a great debt of gratitude.

"And to the gentlemen composing the Board of Trustees of the Peabody Fund, above all others, the State is under the greatest obligation; for it was through their generous gift that it became possible for us to undertake this important work, and it is only with the assistance of such sums of money that the Board of Trustees of the Peabody Fund has contributed in the past years that we will be able to continue these labors in the future."

TENNESSEE.

The Hon. Thomas H. Paine, Superintendent of Public Instruction, sends the following interesting Report:—

I have the honor to report that during the past summer eleven State Normal Institutes have been held for the benefit of the teachers of Tennessee. In these Institutes some of our ablest teachers and professors were employed as instructors. We have endeavored to make the work as practical as possible. The Institutes were located so as to secure the largest possible attendance of country teachers. Much interest was shown, both by the teachers attending them and by the people where they were held. At all these Institutes resolutions were adopted by the citizens asking our Legislature to make an appropriation in aid of Institutes. I was present at all of them, and explained to teachers and the people at large that these Institutes were supported mainly by the Peabody Fund,—in fact, entirely, except in such places as I could get local aid. In addition to the regu-

lar instructors paid by the \$1,200 sent by you, I employed several gentlemen to deliver popular lectures. Institutes for the white and the colored teachers were held in separate buildings. I have not yet received full reports from all as to the number attending, but I may safely say, twelve hundred would be a low estimate of the total number. Many of these were teachers who had never before attended a State Institute. Full reports will hereafter be made to me by the conductors, upon which I shall submit a Report to the Legislature, with hope of securing aid from that body to increase the number of Institutes and prolong the sessions of the same. A copy of this Report I shall also forward to you. If there be anything further that you would like to know concerning this work before the meeting of your Board, if you will indicate it, I shall take great pleasure in furnishing you the information. Let me, through you, assure your Board that much good has been accomplished this year to the teachers of this State, both white and colored, by means of the fund given by the Board of Trustees of the Peabody Education Fund. Efficiency in teaching has been promoted, and the teachers themselves have been greatly encouraged.

ARKANSAS.

The Hon. W. E. Thompson, Superintendent of Public Instruction, makes the following encouraging Report :—

During the summer I held thirty-three (33) Institutes of one week each, — twenty-three for white teachers, and ten for colored. The colored teachers were also permitted to attend Institutes in counties where there were no colored Institutes. These Institutes were held in each Judicial Circuit, thus extending their influence to all parts of the State. Each Institute was a centre from which rays of light were radiated, that illuminated, to some extent, the most remote parts of the State, giving life and vitality to many neighborhoods that were educationally dead. The grumbling and opposition of some were quieted, and in many instances these fault-finders were converted, and became warm supporters of the free schools.

Many of these Institutes were held in counties remote from

railroads ; consequently the work was more expensive than usual. The value of the summer's work cannot be estimated. Teachers were improved, encouraged, and made to feel that their profession was second to none. Many of them expressed a desire for a longer term. This indicates a desire on their part for more light. The attendance this year was larger than in any previous year. The Institutes have also been invaluable in creating a better public sentiment and a demand for better teachers.

As the representative of the Free Schools of Arkansas, in the name of the hundred thousand children who have been benefited by this appropriation, we tender your honorable Board our thanks, with the assurance that the aid you have given us is fully appreciated by teachers, citizens, and children.

Distribution of Income of the Fund since October 1, 1885.

Scholarships at the Nashville Normal College \$20,000.00

ALABAMA.

Institutes	\$500.00
Normal Schools	3,200.00
Public Schools	1,200.00
	<hr/>
	\$4,900.00

ARKANSAS.

Institutes	\$1,500.00
Public Schools	900.00
	<hr/>
	\$2,400.00

GEORGIA.

Institutes	\$1,500.00
Public Schools	500.00
	<hr/>
	\$2,000.00

LOUISIANA.

Institutes	\$1,000.00
Normal School	2,000.00
Public Schools	600.00
Mr. A. D. Mayo's Agency	200.00
	<hr/>
	\$3,800.00

NORTH CAROLINA.

Institutes	\$1,000.00
Public Schools	1,700.00
	<hr/>
	\$2,700.00

SOUTH CAROLINA.

Institutes	\$1,000.00
Public Schools	4,000.00
	<hr/>
	\$5,000.00

TENNESSEE.

Normal College	\$9,500.00
Institutes	1,200.00
	<hr/>
	\$10,700.00

TEXAS.

Sam Houston Normal	\$3,000.00
	<hr/>
	\$3,000.00

VIRGINIA.

Institutes	\$2,065.00
Hampton Normal	500.00
Farmville Normal	2,000.00
	<hr/>
	\$4,565.00

WEST VIRGINIA.

Institutes	\$500.00
Normal Schools and Institutes	2,800.00
	<hr/>
	\$3,300.00

Total \$62,365.00

SAMUEL A. GREEN,

General Agent pro tem.

BOSTON, Oct. 1, 1886.

In the absence of Mr. J. PIERPONT MORGAN, Mr. DREXEL presented the Treasurer's account, which was duly referred to Governor PORTER and Mr. DREXEL as an Auditing Committee; and to the same Committee were also referred the accounts of Dr. STEARNS, Chancellor of Nashville University and President of the Normal College; of Dr. CURRY, the late General Agent; and of Dr. GREEN, General Agent *pro tempore*.

On motion of Mr. EVARTS, it was voted that the Finance Committee, with full powers, consider the question of changing some of the investments of the Peabody Education Fund, in order that a larger income may be derived therefrom.

Judge MANNING moved that the election of a General Agent be deferred until another meeting, and that Dr. GREEN, the Secretary, be requested to act in that capacity for another year, under the same conditions and restrictions as formerly; which motion was duly passed. A sum not exceeding \$1,000 was appropriated for the payment of incidental expenses relating to the office.

Ex-President HAYES made a motion that Dr. STEARNS be requested to send to this Board a list of all the scholars of the Normal College who either have been, or now are, beneficiaries of the Peabody Education Fund, and hereafter, annually, to continue the list, and also to report how far they have complied with their obligations to teach; which motion was passed.

Governor PORTER, for the Select Committee ap-

pointed at the last Annual Meeting, — to which were referred the relations existing between the Nashville University and this Board, — made a partial report, and requested further time, which was granted.

Adjourned to Thursday at 11 o'clock, A.M.

October 7.

The Trustees met agreeably to adjournment.

Present: Mr. WINTHROP, the Chairman, and Messrs. AIKEN, EVARTS, WAITE, WHIPPLE, LYMAN, HAYES, MANNING, DREXEL, GREEN, and PORTER.

The records of the last meeting were read and accepted.

An informal discussion took place in regard to the relations existing between the Nashville University and this Board; after which it was voted that the Select Committee having this subject under consideration should have full powers in regard to the matter.

Mr. DREXEL, for the Auditing Committee, reported that the accounts of the Treasurer were found to be correct and properly vouched; and those of Dr. STEARNS, of Dr. CURRY, the late General Agent, and of Dr. GREEN, General Agent *pro tempore*, were also found to be correct and properly vouched; which report was accepted.

The Standing Committees were appointed as follows:—

Executive Committee: Hon. A. H. H. STUART, Hon. WILLIAM M. EVARTS, Chief Justice WAITE, ex-President HAYES, Hon. JAMES D. PORTER, with the Chairman, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, Hon. HAMILTON FISH, Chief Justice WAITE, Hon. THEODORE LYMAN, ANTHONY J. DREXEL, Esq., with the Treasurer, *ex officio*.

On motion of Governor AIKEN, a vote of thanks was passed to Dr. GREEN for his services during the past year as General Agent *pro tempore*.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance.

The Officers of last year, subject to election, were re-chosen.

On motion of Mr. EVARTS, it was voted that the question of providing portraits of Mr. PEABODY and Mr. WINTHROP for the Nashville University, agreeably to a request, be referred to the Executive Committee, with full powers; and it was also voted that the subject of furnishing busts of Mr. PEABODY be referred to the same Committee, with similar powers.

General JACKSON's resignation was referred to the next meeting.

Mr. EVARTS moved —

That, in view of the disastrous situation in Charleston, S. C., caused by the calamity of the recent earthquake, the Executive Committee be directed to consider the best mode and application of an increased appropriation, at its discretion, in aid of schools in that city during the present year.

This motion was unanimously adopted.

It was also voted that the next Meeting be held on the first Wednesday of October, 1887, in New York, with a discretionary authority to the Chairman, by the advice and consent of the Executive Committee, to make any change of time and place which may prove to be desirable.

Adjourned.

SAMUEL A. GREEN,

Secretary.

APPENDIX

THE following letter from Mr. Joseph Baldwin, addressed to the Hon. Robert C. Winthrop, is here appended : —

HUNTSVILLE, TEX., Sept. 14, 1886.

HON. ROBERT C. WINTHROP, LL.D., *President of the Peabody Education Fund.*

DEAR SIR, — It gives me pleasure to report to you the continued and increasing prosperity of the Sam Houston Texas State Normal School. The President of the Local Board of Directors, Hon. A. T. McKinney, says, in reference to the sixth annual session which closed June 9, 1886 : "The school operations of the year have been characterized by earnestness, zeal, and harmony, both on the part of the Faculty and students ; and the most useful and prosperous year in the history of this school draws to a close under circumstances highly encouraging to the friends of sound learning, and assuring to those who desire higher qualifications for those who conduct our public free schools."

The following tables indicate the attendance and steady growth of the school : —

ATTENDANCE.

First Year, 1879-80, State Students, 68 ; Pay Students, 42 .	110
Second Year, 1880-81, State Students, 95 ; Pay Students, 49 .	144
Third Year, 1881-82, State Students, 130 ; Pay Students, 35 .	165
Fourth Year, 1882-83, State Students, 155 ; Pay Students, 35 .	190
Fifth Year, 1883-84, State Students, 130 ; Pay Students, 70 .	200
Sixth Year, 1884-85, State Students, 159 ; Pay Students, 47 .	206
Seventh Year, 1885-86, State Students, 140 ; Pay Students, 75 .	215

GRAND TOTAL.

Whole number of different students	1,054
Number of counties represented during past session . . .	102

GRADUATING CLASSES.

Class of June, 1880, two years' course	37
Class of June, 1881, two years' course	55
Class of June, 1882, two years' course	73
Class of June, 1883, two years' course	77
Classes of June, 1884, — two years' course, 56 ; two and a half years' course, 45	101
Classes of June, 1885, — two years' course, 90 ; three years' course, 28	118
Classes of June, 1886, — two years' course, 88 ; three years' course, 59	147
Total number of graduates	608

Our attendance during the past session was 215, representing 102 counties ; of these, 147 graduated in our two courses.

The standard for admission has been steadily raised as the educational facilities of the State have become more efficient. The aim is to make this strictly a professional school for preparing trained teachers for the public schools of Texas. Academic instruction is given only so far as we find it absolutely necessary, and this necessity, we are pleased to say, steadily diminishes from year to year, as the public schools, high schools, and colleges of the State become more thorough in their instruction.

The standard of graduation has been raised from year to year, and the course of study extended and made more thorough. The plan is to grant diplomas to none but efficient teachers, — those who are proficient in scholarship, in the science of education, and the art of teaching, and who have at least one year's successful experience. Though the standard has been raised more than one hundred per cent, the number graduating has steadily increased from year to year.

HISTORY AND LOCATION.

The idea of a grand Normal College for Texas originated in the fertile brain of that noble philanthropist, Dr. B. Sears, Agent of the Peabody Education Fund. Governor Roberts warmly favored the suggestion. Upon his earnest recommendation the Legislature made the idea a reality. Regarding the Normal School as the *heart* of the public-school system, it was decided to name the proposed institution the "Sam Houston Normal Institute," in honor

of the hero of Texas independence. Houston had spent the evening of his eventful life in Huntsville. Here was his *neglected grave*. As an everlasting monument to the honored dead, the Normal School was located at Huntsville. On the first of October, 1879, the Institute opened, with Bernard Mallon as principal. Coming here, he had said that he would make this his last and best work. But the life of this great man, much loved and so much lamented, was near its close. On the twenty-first of the same month in which the school opened he entered upon his rest. H. H. Smith succeeded Professor Mallon, and continued in charge of the school to the close of the second session. The third annual session opened on the 26th of September, 1881, with J. Baldwin as principal. The school has greatly prospered, and is in the highest sense a State school for educating teachers. During the past session, 102 counties of the State have been represented.

The Peabody Trustees have generously fostered the Institution from the beginning, contributing from \$3,000 to \$7,000 annually, for its support. Dr. J. L. M. Curry, by his repeated visits and personal interest, did much to promote the success of the school.

During the past session, your Board gave us \$3,000, and the State \$18,000. From the beginning, the policy has been to keep our expenses within our resources. Strict economy has enabled us to steadily increase our facilities for work, as well as to strengthen the Faculty. We venture to earnestly ask your Board to continue to aid us.

In the name of all the educational interests of this wonderful State, I warmly thank your Board for all that you have done for education in Texas.

Very respectfully yours,

JOSEPH BALDWIN,

Principal Sam Houston Normal Institute.

PEABODY MEDALS.

To stimulate effort in every noble direction, the Peabody Trustees annually present medals to several of the most meritorious students at the Sam Houston Normal Institute, the order of merit to be determined by the Faculty.

On June 11, 1885, the Peabody silver medals were awarded to Miss Annie Shapard and to C. F. Johnston, as Valedictorian and Salutatorian of the graduating class. The Peabody bronze medals were awarded to Miss Priscilla Draper, Miss Jessie Overton, Miss Maggie Boyd, Miss Mattie Woodrum, and Miss Anna Johnson, representatives of the undergraduating classes.

On June 10, 1886, the Peabody silver medal was awarded to Miss Mattie Woodrum, as Valedictorian, and bronze medals were awarded to Miss Jessie Walker, as Salutatorian, and to Miss Jessie Ward, H. A. Boaz, Miss Paralee Gray, and Miss Lulu Ward, representatives of their respective classes.

LIST OF NAMES OF STUDENTS

At the Normal College, Nashville, to whom Peabody Medals have been awarded. The classes are designated as usual.

(S. stands for Silver and B. for Bronze.)

1878.

FLORENCE AUGUSTA ADAMS, Sen., Georgia. S.
ARTHUR GUYON MOSELEY, Sen., Virginia. B.
NELLIE GRAY PAGE, Mid., Tennessee. B.

1879.

SALLIE BAKER ERWIN, A.B., Florida. S.
NETTIE COLES SERGEANT, Sen., Georgia. S.
EVA PRATHER, Sen., Georgia. B.
AURINE LITTLE WILLIAMS, Mid., Alabama. B.

1880.

IBZAN RICE DEAN, A.B., Texas. S.
AURINE LITTLE WILLIAMS, Sen., Alabama. S.
ROSALIE RIVERS, Sen., Georgia. B.
FLORENCE VESTINA MCILVAINE, Mid., Florida. B.

1881.

AURINE LITTLE WILLIAMS, A.B., Alabama. S.
FLORENCE VESTINA MCILVAINE, Sen., Florida. S.
JOSEPH EMMET WOLFE, Sen., Florida. S.
ALICE MOSELEY LE SUER, Mid., Tennessee. S.

1882.

IDA FLYNN, A.B., Tennessee. S.
MARTHA PAULINE GASH, Sen., North Carolina. S.
PRIESTLEY HARTWELL MANNING, Sen., Tennessee. S.
MARY ATCHISON ARTHUR, Mid., Tennessee. S.
JOHN COFER SHIRLEY, Mid., Texas. S.
EMMA RUTLEDGE FORNEY, Jun., Alabama. S.

1883.

MARY ELIZABETH POPE, A.B., Tennessee. S.
JOHN COFER SHIRLEY, Sen., Texas. S.
EUGENE CUNNINGHAM BRANSON, Mid., North Carolina. S.
BRYANT HOOVER DEMENT, Jun., Tennessee. S.

1884.

JOHN ALEXANDER GRAHAM, Sen., Florida. S.
MARY BRANTLY BACON, Mid., Mississippi. S.
LINDA PAUL, Jun., Tennessee. S.

1885.

DAVID LEWIS EARNEST, Sen., Tennessee. S.
NETTIE GORDON LASSITER, Mid., Tennessee. S.

1886.

AMANDA LOU STOLTZFUS, Sen., Tennessee. S.
WILLIAM FRANKLIN MONCRIEFF, Mid., Tennessee. S.

Each medal bears on the reverse the student's name, as well as Class, with the date of the award.

TWENTY-SIXTH MEETING OF THE TRUSTEES.

NEW YORK, OCT. 5, 1887.

THE Trustees met at the Fifth Avenue Hotel, in New York, on October 5, at 12 o'clock, noon.

There were present: Mr. WINTHROP, the Chairman, and Messrs. EVARIS, STUART, WAITE, WHIPPLE, JACKSON, LYMAN, HAYES, MANNING, DREXEL, GREEN, PORTER, and MORGAN.

Bishop WHIPPLE opened the meeting with prayer.

The records of the last meeting were read and accepted: after which Mr. WINTHROP addressed the Board as follows:—

Gentlemen of the Peabody Board of Trustees.—

The original Letter of Trust under which we are assembled was signed by our illustrious Founder on the 7th of February, 1867, and our Board was organized on the very next day. That Letter provided that after the lapse of thirty years, in case two thirds of the Trustees should deem it expedient, the Trust might be closed and the Fund distributed. I may not presume to speak for two thirds of those who may be Trustees on the 7th of February, 1897, of whom I cannot dream of being one; but I can hardly doubt, that, when that day arrives, it will be thought expedient and wise to discontinue our work and dissolve our Board. At all events, we are now well advanced on the third decade of our Trusteeship, as eight full months of its first year will have expired before this meeting comes

to an end. I cannot be too grateful to a kind Providence that I am still spared to fulfil the pledges which I gave to Mr. Peabody personally so long ago, and still to preside over a Board in whose work I have felt from the first so deep an interest.

We again have cause for regret that President Cleveland is unable to be with us; but as there is no question of our having a quorum, we may proceed without delay to the business of our Annual Meeting.

We may well look back with satisfaction, I think, on what has been already accomplished by this Board, directly and indirectly, in the cause of Southern Education. I will not detain you, however, with any detailed review of our proceedings or of their results. Our Annual Reports have rendered them familiar to all. The graded schools in so many cities and towns and districts; the excellent school laws in so many States; the Training-Schools and Normal Colleges which have been established in so many quarters of the South; and the Normal Institutes which have been attended by such throngs of teachers and students, and of people of all classes and ages and of both sexes, during the summer months, — bear abundant testimony to the work which has been done since George Peabody signed that memorable Letter of Trust. No such things were known to the Southern States before the date of that Letter. We do not pretend to claim all these great results for our own Board. Other most important and valuable agencies have co-operated with us; and we gladly and gratefully acknowledge their co-operation, and concede to them a full share of the credit. Above all, the Southern States and cities and people have themselves united most generously and effectively in the work. Without their cordial concurrence, indeed, nothing could have been accomplished. Yet it is not too much to say that Mr. Peabody's munificent endowment opened the way, gave

the original impulse, and secured a successful progress, for that great educational movement in which the Southern States are now rejoicing, and in which it is our privilege and pride to rejoice with them.

No satisfaction, however, with what has been done can blind us to what remains to be done. We cannot shut out from our sight the dense cloud of illiteracy which is still overshadowing our free institutions, and bringing the elective franchise into contempt. Not, indeed, in the Southern States only is this illiteracy to be found, and this utter want of the faintest rudiments of preparatory education for the great rights and duties of citizenship. But the work of this Board is limited to the States which were impoverished by the Civil War; and we cannot fail to recognize within those States a peculiar class of population, upon which the full rights and responsibilities of free and equal citizens have been cast by our National Government, without the slightest provision for educating them to an understanding of those rights and to the discharge of those responsibilities. Nor can we fail to see and to admit that for this great and growing evil many of the States which are the subject of our Trust are unable to provide the remedy. I need not add that it is wholly beyond the reach of any funds at our own disposal.

The admirable and unanswerable Report of our worthy associate, Mr. Stuart of Virginia, — which will be remembered to his honor long after he and we all shall have passed away, and which was presented to Congress, with the unanimous sanction of our Board, nearly eight years ago, — has thus far secured no national aid for this special need of the South. I do not propose to dwell on the subject this morning, but I should feel guilty of an unpardonable omission were I not to allude to it as one of pre-eminent interest and importance. For myself, certainly,

I may say that, as I contemplate the condition of our beloved country in these opening weeks of the second century of its Constitutional existence, I see no danger so threatening to our future prosperity and welfare, and so likely to be destructive of the dignity and sacredness of the elective franchise, — the most precious prerogative of freemen, — as this ever-growing, still-increasing mass of unschooled illiteracy and benighted ignorance, of which the appalling details are becoming only too familiar to our Census. Free governments must stand or fall with free schools. Republican institutions can rest safely on no other foundation than education for all. The cause of education is thus at this moment, if not at every moment, the great cause of our country, and it should so be regarded by every patriot. It is a National cause, and no mere local or sectional concern. Millions of uneducated voters are a menace and a wrong, not only to the States in which they are found, but to the whole Union. The rulers and people of to-day may control our condition for to-day; but the destinies of the future are to be shaped and controlled, under God, by our children and our children's children. The security for a second century of prosperous Constitutional existence must be sought in the American Common-School-Room. It can be found nowhere else.

But I hasten to matters more directly connected with our own immediate work.

I was not a little shocked, Gentlemen, on the 11th of April last, by a telegram from Nashville announcing that Dr. Stearns, the President of our Normal College and the Chancellor of the Nashville University, had died suddenly on that very morning. I was not altogether unaware that for some months previously he had been less well than could have been wished. A letter had reached me, dated the 19th of February, which he had been unable

to write with his own hand, and in which he spoke of himself as having suffered from a severe bilious attack; and I had not failed to notice with concern that on the following 25th of March he was not sufficiently recovered to preside at the Commemorative Services which he had so lovingly arranged, in honor of our Founder, for the twentieth anniversary of the date of our original Letter of Trust, and that the Address which he had prepared for that occasion had been read for him by his friend Professor Penfield. But no impression of any immediate or early danger had been communicated to me, or, indeed, had been conceived by those around him. On the contrary, it was thought by them and by himself that his health had been improving from day to day; and more than once even on the very last day of his life, — the 10th of April, — he was on his balcony, conversing cheerfully and confidently with his family. Before sunrise the next morning he had passed peacefully away. His widow and children, with his remains, reached Boston on the 15th, when Dr. Green accompanied me to the Albany station to meet them, and the burial took place at Mount Auburn the same afternoon.

The name of Eben Sperry Stearns is to be seen in capitals on the roll of the Class of 1841 of Harvard University, from which he received a degree of Master of Arts in 1845. He owed his degrees of Doctor of Divinity and Doctor of Laws to other colleges; but he always expressed a special interest in the welfare and honor of Harvard, at which his father and grandfather and great-grandfather, and more than one of his own brothers, had been graduated before him. Born in Bedford, Mass., on the 23d of December, 1819, the son of a Congregational minister, his mind was early turned to the subject of teaching, and he entered on that line of life very soon after he had finished his four years at Cambridge. He was successively

employed as a teacher in a female seminary at Ipswich, in a private school at West Newton, and in other schools at Newburyport and at Portland. In 1849 he was placed at the head of the State Normal School of Massachusetts, — the first of its kind on American soil, — which he administered with great success for some years. It was in this connection that he became associated with our late eminent General Agent, Dr. Barnas Sears, — at that time the Secretary of the Massachusetts Board of Education, — whose appreciation of his qualifications and character was so signally manifested a quarter of a century afterwards. In 1875, when Dr. Sears first took in hand the establishment of a Normal College at Nashville, under the auspices of this Board of Trustees for Southern Education, he at once selected Dr. Stearns as the most competent and desirable person for the presidency of that institution. Dr. Stearns received that appointment accordingly, and was also made the Chancellor of the University of Nashville; and in these capacities he did faithful and excellent service for the remaining eleven or twelve years of his life. He met with not a few impediments and discouragements during the early part of this period, and his health and nerves were not always equal to the anxieties and labors which devolved upon him. But he persevered devotedly to the end, and under his untiring care the College had become almost all that either he or we could have expected or desired it to be.

As Chairman of this Board I was in very frequent correspondence with him on the subject of the institution, and I rarely failed of more than one personal consultation with him, summer after summer, and almost every summer, during his visits to his old home in Massachusetts. It affords me a melancholy pleasure, now that he is gone, to bear witness to the fidelity and zeal with which he discharged his responsible and often difficult duties, and

to the earnest interest which he ever evinced in promoting the welfare of our great Southern Normal College. His name must always be most honorably associated with the rise and progress of that institution, which it is hoped and believed is destined to be one of the permanent monuments of the bounty and beneficence of George Peabody. It is due to the memory of Dr. Stearns, and to the feelings of his widow and children, that the Records of this Board should contain some expression of our sense of the services he had rendered to the great work in which we are engaged, and of the loss which we have sustained by his death.

I am glad to be able to add that the death of Dr. Stearns has thus far involved no serious injury or inconvenience to the institution over which he so long and so faithfully presided. The College term was approaching its end when he died, to be followed by a long vacation. His friend Professor Penfield, on whom he had always relied, and whom, indeed, he had expressly designated for any exigency which might occur, was at once called to the temporary discharge of the duties of the Presidency, and the Honorable Alexander J. Porter, of Nashville, was made Chancellor *pro tempore* by the Trustees of the University. These arrangements were made without any previous communication with this Board or its officers; but they were wise and necessary arrangements, and could not have failed to meet with our cordial concurrence. The annual Commencement exercises took place, as usual, on the last Wednesday of May, closing the academic year; and the session opens again on the first Wednesday of October, — the very day on which we are assembled.

Meantime, however, the question of filling the vacant office, by the appointment or election of a new permanent President of the Normal College, has involved more than one of us, and myself particularly, in no little perplexity.

I confess that I have rarely been more exercised, or more wearied and worn, than by the consultations and correspondence which this matter has necessitated during many of the hottest weeks of the late intense summer. The indications of a purpose, or at least of a disposition, in some quarters, to anticipate any action on our part, and to take from us the leading direction in the appointment of a successor to Dr. Stearns, were so marked at more than one moment, that I was repeatedly on the point of summoning a special meeting of the Trustees. I owe my most grateful acknowledgments to our valued associate, Governor Porter, for the counsel and co-operation which he so kindly gave me during this period. By his efficient intervention the necessity of any extra meeting of our Board was at last happily averted, and the way prepared for the harmonious settlement of the whole question. Nor let me fail to allude most gratefully to the advice and assistance which I have received from our late General Agent, Dr. Curry, with whom I have corresponded on the subject, without reserve, from the hour at which the death of Dr. Stearns was announced to me. His long familiarity with our Normal College, his intimate knowledge of its wants, and of the persons in all parts of the country best fitted to supply those wants, and the confidence which is justly reposed in him by educators North and South, led me at once to think that he could do more for us than any one else — absent in Madrid though he then was — in bringing this question to a satisfactory and successful solution. He is now again on this side of the Atlantic, having returned home on a temporary leave of absence from his post, which had been most providentially arranged and obtained by him many months ago, while he was utterly ignorant of the exigency in which the death of Dr. Stearns was to involve us. He had more than once forewarned us, however, while holding our General Agency, that em-

barrassments were at any time likely, or at least liable, to arise from the complicated and even confused character of the government of the Nashville University; and on his suggestion a Committee of our Board was appointed, two years ago, to consider, and as far as possible to define, the rightful relations of this Board to the Normal College. I trust that we may hear from that Committee during our present meeting. I may be allowed, however, to anticipate their Report by giving expression to some of the views which have been the result of the best consideration I have been able to bring to the subject, and upon which I have already taken the responsibility of acting.

It is now eleven years since the Nashville Normal College was virtually established by this Board, through our General Agent, the late Dr. Sears. During this period it has been one of the principal objects of our attention; and nearly, if not quite, one half of the income of our Trust Fund has of late been appropriated to its support. We have distributed its scholarships—now one hundred and fourteen in all—among all the Southern States which have been the subjects of our Trust, and have looked to it to supply teachers for the schools of them all. Under these circumstances the College has never been regarded by us as a mere local institution, or as falling rightfully under the direction of any local authorities. On the contrary, our obligations as Trustees of Mr. Peabody's Endowment demand of us to keep in our own hands the primary control of an institution which is sustained by so large a proportion of the Fund which he created; and we cannot transfer our responsibility to other Boards so long as our Trust lasts. It rests with us to make, from year to year, the large appropriations which are vital to the maintenance of this College and its scholarships, and we may at any time withhold them if we see cause. This alone

decides the question of our powers, and, as I think, of our duties also. If the authorities of Tennessee, political or educational, should ever unfortunately become dissatisfied with our proceedings, and decline to co-operate with us in sustaining the College at Nashville, they might compel us to seek another locality for the institution. Other Southern States, it is confidently believed, would have gladly welcomed it within their borders, and Georgia, as we all remember, made liberal overtures for that purpose to Dr. Sears, just before his death, when a removal from Tennessee was, at one time, thought to be imperatively necessary. But if our Normal College is to remain at Nashville, as I heartily hope and believe it will do, it must never be forgotten, by us or by others, that it is a Normal College for all the Southern States. And if, on the termination of our Trust, this institution shall be the subject of any large and exceptional endowment from our Trust Fund, and shall be destined to be a special permanent monument of Mr. Peabody's bounty and beneficence, it may well be incumbent on our Board, as I think, so to define and limit the terms of such an endowment as shall secure the College from ever becoming a mere Nashville or a mere Tennessee Institution in anything except in locality and name. We cannot with justice appropriate to any one City or State so disproportionate an amount of the Fund, which was expressly designed for the benefit of all the States which were impoverished by the Civil War.

The old University of Tennessee, with its distinguished Medical School and its hundred years of interesting and honorable history, so recently recounted and commemorated, will always remain of course under such administration and government as the State and the University Trustees may prescribe for it. It is for them to say whether our President shall be their Chancellor, as Dr. Stearns was. But the College which we have engrafted

on the old University must be distinctly recognized and governed as "The Normal College of the whole South;" and, indeed, it was so expressly designated by the orator of the Centennial Anniversary of the University, in 1885. Meantime the State of Tennessee may reasonably be expected to make her annual contribution to its resources, in consideration of its being established on her soil, of the advantages and attractions which it gives to her capital city, and of the scholarships which are annually assigned to her children; and I heartily trust she will do so, as heretofore. But for the more than nine years which remain before our Board will be at liberty to bring their Trust to a close, we are bound to take good care that this institution—if we are to endow it ultimately, or if we are to maintain it at all—shall be committed to the most competent hands which can be found anywhere in our country, and shall be conducted in a manner to command the confidence, and advance the educational interests, of all the Southern States. No local claims or sectional prejudices can be allowed to interfere with this great end.

Such are the views which I have formed, and upon which, as you will presently understand, I have acted, in the exigency which the death of Dr. Stearns has occasioned.

If I have read aright a passage in the "Historical Address" delivered by Dr. Stearns in 1884, which was included in one of the serials of our Proceedings, the Trustees of the old University of Nashville, in granting the use of its grounds and buildings for two years to the State Board of Education for the proposed Normal College, made a reservation that its principal officer and his assistants should be selected, and their compensation fixed, by the University Board. I know not whether this reservation was intended to extend beyond the two years, or whether it was ever renewed; but I doubt whether

it was ever noticed or known beyond the borders of Nashville until it appeared in the Address of Dr. Stearns three years ago. It was certainly never brought to the attention of this Board within my own knowledge, nor had I ever heard of it at all, until I was examining into the history of the transaction during the last few months. To that transaction our friend and associate, Governor Porter, was one of the parties, as Governor of the State and *ex officio* President of the Tennessee Board of Education. He knows more about the proceeding than any one among the living, — and, indeed, to him and our late associate, Mr. Watson, Dr. Sears always expressed a deep sense of obligation for their invaluable assistance in the establishment of the College. It further appears, in the Historical Address of Dr. Stearns, that when he was originally called to preside over the Normal College, in 1875, the Nashville University Trustees and the State Board of Education of Tennessee concurred in calling upon our General Agent, Dr. Sears, to nominate a President, and that both Boards accepted and ratified his nomination. If this precedent were to be followed or regarded on this occasion, it would have been for these Boards to call again upon our General Agent to name a successor to Dr. Stearns. But the proceedings in 1875 were of too informal and casual a character to control the action required for the present emergency. When this Normal College was first arranged it was very much an experiment. No one, not even Dr. Sears himself, could have foreseen how important an institution it was to become, and how large a part of the income of the Peabody Education Fund it was to involve. It can now no longer be regarded by us as anything but the Peabody Normal College for all the Southern States, under the substantial supervision of the Peabody Trustees; and it is for us to recognize our responsibilities and act accordingly.

After much deliberation and consultation, therefore, upon the earnest suggestion of several of the most distinguished members of both of the Tennessee Boards, with the concurrence of Governor Porter, and by the advice and counsel of our late General Agent, Dr. Curry, — so fortunately at hand to give us the benefit of his large experience and knowledge of men, — I united with Dr. Green, our General Agent *pro tempore*, on the 29th of August last, in appointing William H. Payne, Professor of the Science and the Art of Teaching, in the University of Michigan, at Ann Arbor, to fill the vacancy created by the death of Dr. Stearns. He is widely known as a Christian scholar and gentleman, the author of valuable educational works, and a most successful administrator and teacher. He has accepted the appointment; and I am happy to know that he is at Nashville to-day, on the opening of the Normal College for another year. I confidently look forward to renewed prosperity and enlarged usefulness for that institution under his auspices.

I would willingly have postponed announcing or making the appointment until the meeting of this Board, and until it had been the subject of further conference with the Tennessee Boards. Nothing, certainly, could be farther from my disposition than to be involved in any collision or controversy with those Boards, for whom I have entire respect. Indeed I may say — and I trust without any breach of confidence — that it was an urgent letter of one of the most eminent members of both of those Boards, with whom I had been privileged to serve in Congress almost half a century ago, which finally brought me to the decision that no more time was to be lost, and that I must take the initiative, in co-operation with our General Agent *pro tempore*, in bringing the question to an end. The opening of the College term was close at hand, and it was essential to the well-being of the institu-

tion that the Presidency should no longer be vacant. A letter of my venerable friend Hon. Edwin H. Ewing to this effect was communicated, by the gentleman to whom it was addressed, to Governor Porter, and by him to me; and I resolved to act at once. Dr. Curry then most kindly came to my assistance, and through him the selection and the appointment were made.

I have no reason to doubt that this course will be accepted and approved by the members of the Tennessee Boards, and that the new President will enter on his office with the cordial concurrence and good wishes of all who are interested in the institution. Indeed, since I left home to attend this meeting, I have learned with the greatest satisfaction that Professor Payne has been unanimously elected Chancellor by the Trustees of the University. And, later and better still, since my arrival here I have received a telegram announcing the unanimous election of Professor Payne as President of the Normal College by the Tennessee Board of Education. But no room ought to be left for such embarrassments and perplexities to occur again. Some positive right and duty of appointing a President must exist somewhere, and, as I think, it can only belong primarily to this Board. While so large a part of the income of our Fund is appropriated to its support, there ought to be a direct responsibility on us for the supervision and management of the College, through our General Agent or other officers. Indeed, it has seemed to me incumbent and even imperative upon us to avail ourselves of this precise opportunity for marking our relations to the College in a manner to prevent all possible misunderstanding and all conflicting claims of jurisdiction hereafter.

I may not proceed further, Gentlemen, in these introductory remarks without a few words of grateful acknowledgment, in which the Board, I am sure, will not fail to concur, to our Secretary, Dr. Green, who has conducted

I have reserved, Gentlemen, for the closing words of this Address the formal announcement of what has been uppermost, I am sure, in all our minds and in all our hearts, as it certainly has been in my own, in coming to our Annual Meeting this morning. I need not say that I refer to the death of our highly valued and endeared associate and friend, Governor Aiken of South Carolina.

As one of the very few surviving members of this Board originally named by Mr. Peabody himself twenty years ago; as one of the Executive Committee for nearly that whole period, and for several years its Chairman; as our second Vice-President since the death of good Bishop McIlvaine; and as the leading representative always of the States for the benefit of whose children our Trust was established,—Governor Aiken has been connected with our Board and its work, and with most of us individually, by ties which cannot be severed without our deep sorrow. He has been a faithful and devoted member of our Board from first to last, rarely missing a meeting, and always co-operating cordially with us in all our proceedings. I hold in my hand the last letter which I received from him, which I cannot forbear from reading to you. I had written to tell him of the death of Dr. Stearns, of the perplexity in which we were placed, and of the seeming necessity of an extra meeting of the Trustees in July. His reply was as follows:—

CHARLESTON, S. C., June 15, 1887.

DEAR MR. WINTHROP,—Your note received. I greatly regret it will not be in my power to attend your proposed meeting of the Trustees on the 7th of July.

My health has been severely shattered during the last seven or eight months,—so much so that I have not the strength to undertake so long a journey.

It appears to me that Dr. Green and yourself could manage

the matter without the Board being called together. Anything you may do will certainly be sanctioned at the meeting in October.

Yours sincerely and truly,

WILLIAM AIKEN.

Our lamented friend had held many offices of importance and distinction in his own State and in the Nation. For several years a representative, and afterwards a senator, in the legislature of South Carolina, he was the Governor of that State in 1844, and was a Representative in Congress from 1851 to 1857. In the organization of the House of Representatives of the United States in 1855-56, after a memorable contest, he came within a vote or two of being elected Speaker of that body, and could not fail to have been disappointed; but he gave his hand instantly and cheerfully to the successful candidate, and conducted him to the chair. He was one of the most amiable of men; distinguished, among Southern and Northern statesmen alike, for moderation, good temper, and good sense.

The results of the Civil War, in which he had taken no active part, fell heavily upon him, depriving him of a large part of a great fortune, and leaving him with but a small fraction for the support of those dearest to him. But he bore his pecuniary reverses, and not a few most trying personal injustices, with cheerful resignation, and was ready to unite at once in any measures for the pacification, conciliation, and welfare of the Southern people, and for the restoration of peace, harmony, and union to our country. To this Peabody Trust he looked with affectionate confidence, as one of the earliest and most effective means of healing the wounds which the war had inflicted upon the social relations of the North and South, as well as of providing education for the Southern children; and he often

said that he regarded the position of one of Mr. Peabody's Trustees as a higher honor than any office which he had ever held or sought.

Governor Aiken was born in Charleston, South Carolina, in 1806, and died on the 6th of September last. He had thus reached the ample age of eighty-one years. He married a niece of the eminent and excellent William Lowndes, whose fame was second to that of no one of his contemporaries in the Congress of the United States more than half a century ago. We shall all desire to offer our heartfelt sympathies to his venerable widow and to his family, and to enter upon our records an affectionate tribute to his own services and character.

In thinking how this might best be done, I could not fail to recall the warm friendship which had long existed between our lamented associate and our honored Vice-President, Governor Fish, and I wrote to the Governor to beg him to prepare a Minute for our Records. On my arrival here yesterday, I received the following note from him, which I will read, together with his admirable tribute to Governor Aiken, and leave them for the disposition of the Board.

GLENCLYFFE, GARRISON'S P. O.,
PUTNAM COUNTY, N. Y., Oct. 3, 1887.

THE HON. ROBERT C. WINTHROP, LL.D.,
Chairman, etc., etc.

MY DEAR MR. WINTHROP, — It is with regret that I shall not be able to be present at the meeting of the Trustees of the Peabody Fund on Wednesday.

I have not been well through the past summer. Months of anxiety and of watchings, ending in an overwhelming sorrow, had prostrated and greatly enfeebled me ; and the long-continued and severe heat of the summer increased my weakness and nervousness, and gave no opportunity for recuperation. I am much better than I was, but cannot yet stand much fatigue or excitement.

In compliance with your request I enclose a brief notice of our

dear friend Aiken, which, if it meet your approval and nothing better be presented, I propose, to be entered on the Minutes.

Please present my affectionate remembrance to our associates in the Board of Trustees, and believe me, with my sincere regard, yours faithfully,

HAMILTON FISH.

Resolved, That the following entry be made in the Minutes of this Board:—

The Trustees of the Peabody Education Fund have listened with profound regret to the sad notice in their President's Address of the death of their much-beloved associate, the late William Aiken.

Named by Mr. Peabody as one of the Trustees on the original foundation of the Trust, Governor Aiken's interest in its objects has from the beginning been zealous and efficient. The history of the Trust records his untiring devotion to its aims; no one was in advance of him in the advocacy of its high purposes, and no one was ready to give more of personal attention, or to sacrifice more of personal convenience, in their advancement.

Tender and warm in his affections, kind and genial in his intercourse, scrupulous in truthfulness and integrity, free from vanity or pretension, generous in his judgments as in his life, he was beloved because the kind gentleness of his intercourse was an inseparable part of his nature, and because the happiness of others was with him an object of life, and formed a large part of his own happiness. The pleasure of others was his enjoyment.

Governor Aiken's was a moral and highly religious character: exemplary and beautiful in the varied walks of life, a devoted husband, a kind and affectionate father, a loyal and generous friend. Called to many high positions in public life, he fulfilled all their trusts with dignity, integrity, and ability; and when the disasters of a civil war surrounded him, its attendants—adversity, misfortune, and

loss of property—diminished neither his calm cheerfulness, his hospitality, nor his warmth of heart.

His associates in this Board, who well know his virtues and his high qualities, deeply deplore his loss, and record this feeble but sincere tribute to the worth of a dear friend.

Whereupon, on motion of Chief-Justice WAITE, seconded by Hon. HENRY R. JACKSON, it was unanimously

Voted, That the foregoing Minute be entered on our Records, and that a copy be communicated to the widow and family of Governor Aiken, with an assurance of the heartfelt sympathy of the Trustees.

A committee, consisting of Governor PORTER, Bishop WHIPPLE, and Ex-President HAYES, was appointed to consider the death of Dr. EBEN S. STEARNS, late President of the Normal College at Nashville.

The appointment of Prof. WILLIAM H. PAYNE, made by the Chairman of the Board and the General Agent *pro tempore*, on the 29th of August last, as the President of the Normal College, in place of Dr. Stearns, deceased, was unanimously approved and ratified.

Authority was given to Mr. WINTHROP, the Chairman, under the advice of the Executive Committee, to appoint a General Agent whenever he may think it best to do so.

The Acting General Agent, Dr. GREEN, then read his Report as follows:—

REPORT OF HON. SAMUEL A. GREEN,

GENERAL AGENT *pro tem.**To the Trustees of the Peabody Education Fund :*

GENTLEMEN, — At the Annual Meeting of the Trustees, two years ago, I was “authorized and requested to conduct the correspondence of the Board, to sign checks, and otherwise to act under the advice and control of the Executive Committee, performing temporarily the duties of the General Agent;” and at the last Annual Meeting I was requested to act in the same capacity for another year, under similar conditions and restrictions. Having performed the duties of General Agent *pro tempore* under this authority, I now have the honor to present the following Report: —

During the past winter and spring I visited each of the Southern States that is the recipient of Mr. Peabody's bounty, with the exception of Texas; and I thus had an opportunity to meet and become acquainted with the several Superintendents of Public Instruction, and other gentlemen interested in the cause of education. The trip was not only very agreeable, but highly instructive, and everywhere I was impressed with the zeal and conscientious work of the Superintendents, who are fully alive to the importance and needs of public education. In Charleston, under the guidance of Mr. Henry P. Archer, the accomplished Superintendent of Public Schools, I visited many of the classes and witnessed their examinations. They were of

a high order, and would compare favorably with those in any part of the country. Great gratification was expressed on all sides at the liberal appropriation made at the last Annual Meeting of this Board for the benefit of the public schools in that city, then suffering from the effects of the recent earthquake; and I am confident that none was ever more worthily bestowed.

The following letter relating to the appropriation has been received: —

CITY BOARD OF SCHOOL COMMISSIONERS,
CHARLESTON, S. C., Dec. 2, 1886.

HON. SAMUEL A. GREEN,

General Agent pro tem. Peabody Education Fund:

DEAR SIR, — I have the honor to forward to you the following Resolution, which was unanimously adopted at a meeting of the Board of School Commissioners held on the 1st inst. :

Resolved, That the thanks of this Board are due and herewith tendered to the Trustees of the Peabody Fund for their generous action in appropriating three thousand dollars for the use of the schools of Charleston.

Resolved, That the Clerk of this Board be instructed to convey a copy of this Resolution to the Agent of the Peabody Fund.

I have the honor to be, very respectfully,

THOMAS PINCKNEY LOWNDES,
School Commissioner and Clerk of the Board.

The influence of Normal Institutes is felt in South Carolina, as it is throughout the South; and the aid given by the Board to this branch of instruction is justly appreciated.

The new apportionment of Nashville scholarships, which became necessary by the withdrawal of the seventeen previously assigned to Florida and Mississippi, went into operation at the Normal College last October. By this apportionment all the States except two received an increase in the number allotted to them. These scholar-

ships, 114 in number, are awarded by the several State Superintendents of Public Instruction, after examination; and in no case are they continued where the rank or standing of the student is low, or where the promise of usefulness as a teacher is not fair. Their allotment is now as follows: —

Alabama	13
Arkansas	10
Georgia	14
Louisiana	8
North Carolina	14
South Carolina	10
Tennessee	14
Texas	9
Virginia	14
West Virginia	8

 114

The standard of excellence at the Normal College is gradually growing higher, and throughout the South there is an increasing appreciation of the advantages to be derived from these positions. The scholarships represent \$200 each; and the amount for their support is sent directly to the President of the College, who distributes it among the students receiving the benefit, at the rate of \$25 a month, from October until June.

At the end of this Report a statement is appended of the distribution of the income of the Fund. This sum has amounted during the past year to \$70,000, divided as follows: Scholarships, \$22,800; Normal Schools, \$13,000; Institutes, \$11,700; Public Schools, \$13,000; and Normal College at Nashville, \$9,500. In connection with this statement the following extracts from the several Reports made by the State Superintendents have an interest, as showing somewhat in detail how the money has been spent.

VIRGINIA.

The Hon. John L. Buchanan, Superintendent of Public Instruction, sends the following interesting Report: —

In obedience to your request, I have the honor to submit a brief Report of the application and results of appropriations to the State of Virginia from the Peabody Education Fund for the year 1886-87.

The appropriations were as follows: —

Scholarships, Nashville Normal College	\$2,800
Normal School, Farmville, Va.	2,000
Normal School, Hampton, Va.	500
Institutes	2,000

PEABODY SCHOLARSHIPS.

The fourteen scholarships allotted to Virginia were all taken, and the appointees in attendance during the entire collegiate year, fortunately no withdrawal or absence from any cause having occurred. Their average rank for the entire session, as shown by the several Reports sent me, was,—in daily attendance, 96.1; in class-work, including examinations, 86.1; in teaching ability, 84.3: a very creditable exhibit. Eight of the fourteen Virginia students graduated in the class of '87. Appointments have just been made to fill the vacancies thus created. The estimate in which these scholarships are held, and the increasing general interest felt in them, are shown by the fact that over fifty persons communicated with this office in regard to them, and about half that number entered the competitive examinations held the present year.

THE STATE FEMALE NORMAL SCHOOL.

The State Female Normal School, at Farmville, Virginia, is increasing in public confidence, as is shown by its increasing patronage. The enrolment of pupils during the year 1886-87 reaches 270, including the pupils of the Model School. A legislative appropriation of \$15,000 enabled the Board of Trustees

to erect and equip during the past year a commodious building, which furnishes much-needed facilities in the way of lecture-rooms, dormitories, etc. The school is well organized, has an able faculty, and in the curriculum adopted, methods of instruction, and general management, keeps steadily in view its fundamental and distinctive idea; namely, the preparation of teachers for the public schools.

THE HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

Of the Hampton Normal School (Normal and Agricultural Institute) it is hardly necessary to make here any special report. Under the able and efficient administration of General Armstrong, its almost unexampled career of usefulness and success is known and recognized throughout the country. The total enrolment of negro and Indian students for the year closing in June last is 709. Numbers show the popular estimate of the school; the results of its work are the test of its merit.

In the organization of the school there seems to have been clearly in view the actual condition, the deficiencies and wants, of the negro race. Intellectual development was therefore by no means the only end, if even the leading end, aimed at. The substantial elements of personal character were recognized as the basis of improvement. Honesty, truthfulness, sobriety, industry, economy, and intelligence were to be developed and strengthened, as absolutely essential to useful and worthy citizenship. Hence the courses of study,—literary, industrial, normal,—and the government and discipline have been judiciously directed to these ends. The theory and practice have been consistent, and the wisdom of both is vindicated by the results. The school is doing a great work. Its graduates are in active demand as teachers for our public schools, and are considered by school superintendents as among the best teachers to be had.

INSTITUTES.

During the present summer there have been held in the State eight Peabody Institutes, and in addition to these, two State and a number of County Institutes.

The Peabody Institutes were so distributed as to make them accessible to a large number of teachers at a comparatively small travelling expense. Some of them were in sections of the State where they had never been held before. One special object was thus to reach a class of teachers who had never enjoyed the benefits of Institute instruction. The attendance upon the Institutes, considering the extreme heat of the season, was exceptionally large, and the work done highly satisfactory. The State Superintendent visited all of the Institutes, and noted with great satisfaction the skill, ability, and fidelity of the instructors, and the wide-awake interest and diligence of the teachers.

Summary of Peabody Institutes for 1887.

NAME OF INSTITUTE.	LENGTH OF SESSION.	NO. OF TEACHERS ENROLLED.			TOTAL COST TO FUND.
		White.	Colored.	Total.	
Powellton . . .	4 weeks.	66	...	....	\$318.16
Farmville . . .	4 "	121	...	....	371.92
Strasburg . . .	5 "	171	...	....	280.00
Pearisburg . . .	4 "	256	...	....	300.00
Fredericksburg .	4 "	326	...	....	335.00
Culpeper . . .	8 "	...	61	....	170.00
Lynchburg . . .	4 "	...	185	....	300.00
Wytheville . . .	4 "	...	48	....	155.00
Total		940	294	1,234	\$2,230.08

Cash {	Balance on hand from 1886	\$325.00
	April 6, 1887, check from Hon. S. A. Green	2,000.00
		<hr/> \$2,325.00
	Cost of Institutes for 1887.	2,230.08
		<hr/> \$94 92

If to the total enrolment above given there be added the number of teachers—white 158, and colored 180—already reported as having been enrolled at Normal Institutes in session from two to five weeks at other points in the State, the total number of teachers—white 1,098, colored 474—who have received Normal instruction in Institutes during the present summer is 1,572.

Our Normal Schools and Normal Institutes are developing more fully the idea that teaching is a profession, and that success in it requires professional training. Their special work is to furnish this training, and thereby vitalize and invigorate the whole public-school system. Therefore in no department of educational work can funds be more wisely expended than in that of Normal instruction. The liberal appropriations to this end made by the Honorable Board of Trustees of the Peabody Fund continue to place the friends of popular education in Virginia under special obligations.

The manner in which the proceeds of the noble benefaction of Mr. Peabody have been dispensed, commands the profound respect and gratitude of our people.

NORTH CAROLINA.

The Hon. S. M. Finger, Superintendent of Public Instruction, writes:—

The money appropriated for last year has been applied as directed by the Board, and I think has done much good. We are making some progress in North Carolina. The graded schools in the cities, and the Normal Institutes, to which the Peabody funds are applied, have done much to create a healthy public sentiment in favor of public education.

The scholarships at Nashville are much sought after. I have more applications than I can accommodate, and I am trying to impress those persons who are sent, with the idea that these scholarships are not *charities* to any individuals, but that they are intended to make *professional teachers* for the South.

SOUTH CAROLINA.

The Hon. James H. Rice, Superintendent of Education, sends an encouraging Report, and transmits the following Resolution :—

STATE OF SOUTH CAROLINA,
OFFICE OF STATE SUPT. OF EDUCATION,
COLUMBIA, S. C., Sept. 15, 1887.

At the regular meeting of the State Board of Examiners, held in this office on the 7th inst., the following Resolution was unanimously adopted :—

Resolved: That the thanks of the State Board of Examiners are eminently due, and through the State Superintendent of Education are herewith respectfully tendered, to the Board of Trustees of the Peabody Education Fund for their generous and liberal assistance to South Carolina, particularly after the Charleston earthquake ; and desire to put on record their appreciation of the same.

A true copy :

CHAS. M. TEED, *Clerk of the Board.*

Mr. Rice says :—

I enclose report of receipts and expenditures of funds received from you during the scholastic year ending August 31, 1887. You will remember that the schools which received aid had been designated by my predecessor, and that I have only paid out the money after receiving their reports.

For six months I have travelled over every section of the State, and can state from personal inspection that the schools aided by the Peabody Fund have accomplished remarkable results in their various communities. Without exception, they have not only been the training-ground of the place of their location, but have been great incentives to neighboring towns. Graded schools are being established at many new points, and I am sure it is impossible to express in words the gratifying

results which have come from this supplemental work of your Board. Our *people* need training, and the presence of these successful graded schools has been a revelation to them. They have lightened the labors of all friends of education, and have served as practical models, without which we would have worked under grave disadvantages. The resolution of the State Board of Examiners, herewith enclosed, is only a feeble expression of the views of our educators. We do earnestly urge the Trustees of the Fund to continue their benefactions in this special way. Some of the most successful graded schools—for instance those of Greenville—have been in operation only one year; but so satisfactory is the work that the people of that city now propose to erect public school-houses, to cost \$18,000, the coming winter.

The Columbia schools, at the centre of the State, are visited from all quarters, even from adjoining States. The schools at Marion and Florence, not to mention others, are in the most successful operation, and with your aid will soon be able to stand alone, and also to build up schools in all the communities around them. We do not believe that any other work done, or to be done, in this State demands in a greater degree the earnest attention and benefactions of your Board than the supplemental aid to these prominent localities. There are half a dozen or more important places in other parts of South Carolina that now plead for aid, and we believe that these schools will be the most potent agencies to secure a good, free public school in every community in the State.

The State made no appropriation for State Normal Institutes. A part of the thousand dollars given from the Peabody Fund for Institutes was used to aid an Inter-County Institute held at Williamston. This Institute was of two weeks' duration, and was conducted by Dr. L. R. Klemm, of Hamilton, Ohio, assisted by a strong corps of instructors. The work was of a high order, and the exercises were attended by one hundred and fifty teachers, representing all parts of the State. Another Inter-County Institute was held at Sumter, and was a decided success both as regards the character of the work and the numbers in attendance.

With Institutes at several other points, we reached not less than five hundred teachers ; and it is my deliberate opinion that a thousand dollars given us another year for Institutes to be held at various points, and supplemented by State aid, which is already allowed under the general law, will reach many times more teachers, and give most thorough training. The teachers in South Carolina are generally poor, and the Institutes in various localities meet their necessities to an extent utterly unattainable by a State Institute. It is the great principle of all free schools that when the pupil cannot and will not go to the school, the school must be carried to him. So I beg that your Board will give us another evidence of their liberality and wisdom by continuing the appropriation of one thousand dollars for local Institutes. Professor Archer in Charleston, Professor Johnson in Columbia, and Professor Davis in the South Carolina College, are doing much to train teachers, but their pupils are available only by slow degrees ; the Institutes train teachers already in the field.

Of the ten scholarships allowed this State in the Nashville Normal College, three were graduated at the close of the last session, two were dropped from the roll, and five were retained to complete the course. The five existing vacancies were filled by means of a competitive examination held at this office on the 11th ultimo.

I am sure that the various training-schools heretofore aided by your Board are eminently worthy of continued support. The work done at the Claflin University at Orangeburg in this State will compare favorably with that done at any training-school in the country.

It was my purpose to visit Boston and give you in person the details of the work of the Peabody Trust in South Carolina during the year just closed ; but, unfortunately, I have been confined to my room for some time past by an attack of illness, and am therefore unable to carry out my intention. The State Board, with myself, will be pleased indeed to welcome you here, and to afford you every opportunity of inspecting in person the educational work of the State.

*Statement of Receipts and Disbursements of Peabody Money by
the South Carolina Department of Education, Scholastic
Year 1886-87.*

RECEIPTS.

Nov. 1, 1886.	To balance from previous year	. .	\$832.92
" 1, "	" check	. . . . .	1,000.00
" 18, "	" "	. . . . .	6,900.00
Jan. 11, 1887.	" "	. . . . .	1,000.00
Apr. 4, "	" "	. . . . .	1,000.00
			<u>\$10,732.92</u>

DISBURSEMENTS.

By amount paid	Charleston Schools	. . . . .	\$4,000.00
" "	" Columbia Training School	. . . . .	1,500.00
" "	" Claflin University	. . . . .	1,000.00
" "	" Spartanburg Schools	. . . . .	850.00
" "	" Greenville Schools	. . . . .	850.00
" "	" Florence Schools	. . . . .	500.00
" "	" Bamberg Graded School	. . . . .	300.00
" "	" Beaufort College School	. . . . .	300.00
" "	" Marion Schools	. . . . .	150.00
" "	" Sterling School (Orangeburg)	. . . . .	150.00
" "	" Colored Institute (Columbia)	. . . . .	48.95
" "	" White Institute (Williamston)	. . . . .	200.00
" "	" White Institute (Sumter)	. . . . .	60.00
Balance on hand	Sept. 13, 1887	. . . . .	<u>823.97</u>
			<u>\$10,732.92</u>

Of the amount reported above as unexpended balance (\$823.97), the sum of \$300 is due to the Mitchell Academy, and will be disbursed on receipt of the proper "Statement" from the authorities of that school. There will then remain the sum of \$523.97 to be carried to the accounts of the scholastic year 1887-88.

The receipt for \$300 due to the Mitchell Academy came too late to be inserted in the list of Disbursements.

GEORGIA.

The Hon. Gustavus J. Orr, State School Commissioner, reports : —

The year 1866 was quite a successful year with us in our school work. The total enrolment in our public schools was as follows : —

White	196,852
Colored	<u>122,872</u>
White and Colored	319,724

The total school population being, —

White	265,548
Colored	<u>243,174</u>
Total	508,722

The average attendance upon our schools last year was 226,407. This makes a very good showing. Our great need is money. Our schools are kept up, on account of the smallness of our fund, only three months, and of this the public fund pays for only about two and a half months.

I feel much encouraged by the increased interest exhibited in public schools among the members of our Legislature. A bill is now pending which taxes property one tenth of one per cent for common schools. If passed, it will give a net yield of \$306,425.24. The indications are favorable to its passage, either in its present form, or by substitute yielding very nearly as much.

Our Institute was quite successful. The enrolment for 1885 was 413. In 1886 the enrolment was 559. This year it was 413. This last was a remarkable attendance, considering the fact that at the opening we had the hottest weather experienced at any time since the signal service was extended to Atlanta, and this

was followed by great floods of rain, lasting half the time of the Institute, and rendering travel dangerous by the many washouts on our lines of railway.

I employed as instructors Mr. Lawton B. Evans, Superintendent of the Schools of Richmond County, including the city of Augusta ; Mr. W. R. Thigpen, Principal Boys' High School, Savannah ; Mr. W. M. Slaton, Associate Principal Boys' High School, Atlanta ; Rev. Charles Lane, Principal Alexander Free School, Macon ; Dr. John Hancock, Superintendent Schools of Chillicothe, Ohio ; and Ex-Chancellor Tucker, of our State University ; also Mr. Horace Bradlee, Dr. L. B. Clifton, and A. M. Burbank. I lectured most of the time twice a day myself. The work done was of a high degree of excellence, did great good, and was highly appreciated.

ALABAMA.

The Hon. Solomon Palmer, Superintendent of Education, makes the following Report : —

I have the honor to submit the following Report of the distribution and disbursement of the Peabody Education Fund which your honorable Board had the kindness to apportion to Alabama.

The fund from your Board which came into my hands for the scholastic year ending the 30th of this month aggregated \$5,500.59 ; and under direction of the Board was applied as follows : —

Florence Normal School for Whites	\$1,000.00
Jacksonville " " " "	300.00
Livingston " " " (Girls)	200.00
Marion " " " Colored	500.00
Huntsville " " " "	500.00
Tuskegee " " " "	500.00
Total for State Normal Schools	<u>\$3,000.00</u>

Aid was given a few struggling public schools as follows : —

Peabody School district	\$300.00
Cullman " "	300.00
Tuscaloosa	300.00
Auburn	300.00
Prattville	300.00
Marion	300.00
Decatur	150.00
Total amount for public schools	<u>\$1,950.00</u>

The remaining \$550.59 was used as follows : —

In defraying the travelling expenses of Rev. A. D. Mayo, of Boston, for eleven weeks while engaged in delivering more than fifty popular addresses and lectures to the people and public schools of this State	\$92.90
The expense of instructors, etc., in holding fifteen Teachers' Institutes at the times and places as given below	<u>457.69</u>
Total for lectures and Institutes	<u>\$550.59</u>

These Institutes were held at the following places and times, ten for white race, and five for colored race : Shelby Springs, June 20-25 ; Fayette Court-house, June 27-July 2 ; Athens, July 18-23 ; Atalla, July 25-30 ; Scottsboro, Aug. 1-6 ; Faunsdale, Aug. 8-13 ; Camden, and one at Greenville, both Aug. 15-20 ; La Fayette, Aug. 22-27 ; Froy, Aug. 29-Sept. 3. All these were for the white teachers, and seven of them were conducted by Prof. T. J. Mitchell, President of Florence Normal, one by Prof. J. A. B. Lovett, Superintendent of City Schools, Huntsville, one by Prof. S. H. Bartlett, Superintendent of Montgomery City Schools, and one by Prof. J. W. Du Bosc, Principal of Gadsden Public Schools.

Institutes for colored teachers were held as follows : Union Springs, Aug. 8-13 ; Greenville, Aug. 22-27, — both conducted by Prof. S. E. Courtney, of Tuskegee Normal ; Tuscaloosa, Aug. 15-20 ; Greensboro, Aug. 29-Sept. 3, — conducted by Prof. W. B. Paterson, of Marion Normal. Each of these Institutes

was held one week. There is one being held at Huntsville for the colored race during this entire month, conducted by Prof. J. A. B. Lovett.

These Institutes were all reasonably well attended by the teachers, and did much to awaken a deeper interest in the cause of education, and especially in arousing the teachers to adopt better methods of instruction and school management in their schools.

The five hundred dollars given by your Board for Institute work in this State enabled me to secure a like sum from the State, by action of our Legislature last winter, which was used in conjunction with your appropriation in holding the above-named Teachers' Institutes. I am sure that no part of the Peabody Fund given to Alabama has been the means of accomplishing so much for our public-school system as that given for Teachers' Institutes. You are no doubt aware that the one great need of our public schools is better qualified and more skilful teachers. These Institutes, held for one week each in the different sections of the State, have done much to secure this desirable end.

A full report of these Institutes, from the conductors of them, will be printed in my Annual Report, which will be furnished you in a few months.

In conclusion, for myself and in behalf of the people of my State, I sincerely thank your Board for the timely and very liberal aid given by them to the cause of education in Alabama, and assure them that their liberality is not only appreciated by the people, but has been the means of accomplishing much good, especially in securing for our public schools better qualified and professionally trained teachers.

I earnestly hope the Board will continue the appropriation, and should be glad to have it even increased. If one thousand dollars are given by your Board for Institute work another year, I hope to secure an increase of our present State appropriation to that sum, which would enable me to do great good in holding Teachers' Institutes. In fact, more money is needed for all the purposes for which aid has been given by your Board. The last Legislature established two more Normal Schools, — one for each

race,—one of which is now in operation, and will expect some assistance from your Fund.

If the Board should see proper to make the same appropriation as last year, I would suggest the following division :—

State Normal Schools	\$3,000.00
Struggling Graded Schools, Public	1,500.00
Teachers' Institutes	1,000.00
This of course does not include the aid given in scholarships at Nashville Normal	2,600.00
	<hr/>
	\$8,100.00

LOUISIANA.

The Hon. Warren Easton, Superintendent of Public Education, writes :—

I have the honor to report, through you, to the Honorable Board of Trustees of the Peabody Education Fund, as follows.

The State of Louisiana has received the following amounts from the Peabody Fund for the year ending September, 1887 :—

Scholarships at Nashville	\$1,600.00
Normal at Natchitoches	2,000.00
Teachers' Institutes	1,000.00
Public Schools	1,000.00
	<hr/>
Total	\$5,600.00

Of the scholarships, eight in number, two were of last year's appointment, and six of this year. The last year's appointees graduated, both standing well in their classes. Three of those appointed for this year have done well ; but I regret to say that the other three had to drop back into the Junior Class. Of these, one has been recommended for a new appointment by the Chancellor.

Twenty-five Peabody medals have been received and distributed throughout the State. I find that these medals are highly appreciated, and productive of much good. In the city of New

Orleans, a medal is awarded to each boy and girl entering the High School from each respective district. These medals are presented to the successful candidates in public, and it is made an occasion of much pleasure. I think in all cases the medals are highly prized.

Of Public School Fund, \$200 were given to aid Monroe School; \$200 to Donaldsonville; \$125 to Alexandria; and in the fall \$200 will be given to the Shreveport, and \$200 to the New Iberia Schools. For a report of the Institute work for this year, I respectfully refer you to the Report of Dr. Edward E. Sheib, President of State Normal and conductor of the Institutes, which is hereto annexed.

STATE NORMAL SCHOOL OF LOUISIANA, NATCHITOCHES, LA.,
June 27, 1887.

TO HON. WARREN EASTON, *State Superintendent of Public Education*:

DEAR SIR,— I have the honor to submit to you a Report of the third series of Teachers' Institutes held in the State of Louisiana under my direction. The great interest, sir, which you have manifested in this work, the time and the labor which you, in your capacity of State Superintendent, have devoted to these meetings, have necessarily made you conversant with all the details of the efforts to promote the educational interests of the State.

Still, it remains my duty, as director of these Institutes, to forward to the State Superintendent a Report of what has been attempted. I beg you will pardon me if in this Report I am obliged to refer to matters which are as well known to you, from personal observation, as they are familiar to myself.

It had been foreseen that the growth of the State Normal School would have a direct bearing upon these Institutes, and that the Institutes in turn would become the means by which our people would be made acquainted with the purposes of the Normal School. Our experience, since the inauguration of these meetings in May, 1885, goes to show that these expectations were well founded.

During the months of May and June, 1886, seven Institutes

of one week's duration each were held at Atlanta, Mansfield, Minden, Monroe, Donaldsonville, Clinton, and New Orleans. The work presented at these meetings indicated a marked improvement over similar efforts during the year preceding (1885). Urgent invitations from teachers and citizens in the places where Institutes were held in 1886, induced us to return to those towns in 1887 (Mansfield, Clinton, Donaldsonville). The State Normal School in the spring of 1886 deplored the loss of one of its instructors, Prof. Earle Grace, one of the most capable teachers in the State, a man of great promise, and a generous and noble gentleman. But for this serious calamity, at a very critical period in the history of the school, the Institutes of 1886 would have produced even more satisfactory results.

The faculty of the Normal School, by the death of Prof. Grace, was reduced to two persons. It then became necessary to secure people from outside of the State to assist at the Institutes. Thus, men who had not met before, who had prepared themselves at different schools, were brought together without even an hour's time to compare opinions and harmonize their views. I was obliged to exercise great care lest the ideas of one instructor should conflict with those of another.

You will, sir, recall our frequent conversations on this subject, and you will remember also that I proposed to hold the Institutes of 1887 with the assistance of only such instructors as the Louisiana State Normal School should be able to supply.

The liberality of the General Assembly of 1886, and the further aid which the generosity of the Honorable Board of Trustees of the Peabody Fund gave to the young Normal School, made it possible to extend the plans of the school and to employ a larger corps of professors.

About the 1st of January I had the pleasure to inform you that by dividing the faculty into two groups it would be possible to hold twelve Institutes in place of the six required by law.

You, sir, will remember that from the first I have maintained that to identify the school with the interests of the State, and to build up a corps of professors closely associated with the school,

if possible to select these instructors from among those who graduated at the Normal, would be the true policy of this institution. Accordingly, I have selected teachers from other States only where instructors equally proficient could not be secured in Louisiana. I devoted every spare moment to the graduates of the previous year, three in number, and I gave much attention to several other students who possessed the ability and the industry to fit themselves for positions in the "Practice Department" of the Normal School. You, sir, can appreciate how great was the work imposed upon me when I undertook to prepare these young teachers for the Institutes; and I take this occasion to express to you my esteem and my appreciation for the support and the co-operation which you have ever been ready to lend me, and without which the Institutes of the present season could not have been brought to the same successful termination.

The Normal School to-day employs, besides the president of the faculty, eight instructors. Of these, six are native Louisianians, five are graduates of the Normal School, and only two were called from other States to fill positions in the Normal department. The corps of teachers engaged in Institute work during the months of May and June was divided into two groups. The one group, under the direction of Prof. Alby L. Smith, who came here from Illinois, assisted by Miss Nette Rousseau, of Iowa, and Miss Mary Washington, a graduate of last year, held Institutes at Ruston, Bastrop, Clinton, and Amite City.

The Institutes at Mansfield, Lafayette, Lake Charles, New Iberia, Houma, and Donaldsonville were conducted under my personal supervision. My assistants were Miss Sallie Phillips, Miss Leonora Walmsley, and Miss Emma Oswalt, all graduates of the Normal, and for the first time engaged in this work. At Mansfield and at Donaldsonville I was joined by the group under Prof. Smith, and assisted by Miss Rousseau and Mr. Smith, together with the ladies who accompanied me. The Institute at Many was held by three ladies, all of them graduates of the school. Nothing, sir, gives me more pleasure than to testify to you the satisfactory manner in which these young graduates of the Normal completed their difficult work.

The careful supervision of all that was to be presented at the Institutes had a most beneficial effect. The different lectures and talks were closely connected, and a common purpose was pursued by similar roads. Hence the Institutes of this year were in every way, where I was able to observe, superior to all previous meetings of the kind held in the State.

In the Report of the Institutes of 1885 it was said that in estimating the good done in these Institutes, there must be taken into consideration several points,—

- (1) The technical instruction in methods of teaching.
- (2) The organization of associations for the encouragement of our public schools.
- (3) The influencing of public opinion in favor of universal education,—a thing so much needed in Louisiana.

These points have been kept constantly in mind during the present year. Particularly have I devoted much attention to pointing out to the people the importance of supplanting the unsatisfactory elementary schools as they exist at present by carefully graded schools. These efforts have not been in vain. In New Iberia funds for the erection of a new building are at hand, and a principal of all the schools of New Iberia, whose duty it will be to grade the schools, will be appointed before September next. Similar steps were taken in Lake Charles, Houma, and Lafayette. If nothing else had been accomplished, I think, sir, this would be sufficient reason for congratulation.

But throughout the State I observe a greater interest in the matter of schools, more disposition to appropriate money for their support, and a growing demand for carefully trained teachers.

No one who is not able to look back two or three years and recall the indifference manifested at that time in almost every parish can fully appreciate the great advancement which has been made. So much remains to be done that it might seem as if I overestimate the accomplished work. The truth is, that no one who has not passed over the State, as we had occasion to do, could form an even approximately correct opinion of the deplorable condition of our schools two or three years ago. The sale of

educational works and the number of subscriptions to educational journals have greatly increased.

I take the liberty to introduce at this point Prof. A. L. Smith's Report of the Institutes which he conducted at Ruston, Bastrop, Clinton, and Amite City.

To Dr. EDW. E. SHEIB,

President State Normal School of Louisiana:

DEAR SIR, — The Ruston Institute was held in the school-house, and much of the work was practically illustrated, as the children took part in the work. The teachers in attendance numbered thirty-six. A great deal of interest was shown in the books we had to exhibit, a large number were ordered, as well as many subscriptions given to the educational journals. The people of the town attended, and it is safe to say that the teachers in that parish will have to do good work and improve themselves in the future.

Bastrop had a small number of teachers, only twenty-one; but the great interest taken by the citizens more than made up for the small number. Morehouse Parish has a large school-fund, and pays almost twice as much to good teachers as other parishes. Some Normal work has been done there, and they want, and are going to have, Normal workers in the future.

Contrary to Bastrop, the teachers at Clinton numbered fifty, and the interest shown by the people was small. Most of the teachers were young. A summer training-school for two months is what they need in Clinton. The teachers took away perhaps some enthusiasm, but little of the methods, — they did not seem ready to give up the old; and perhaps that feeling was felt in the city, as the schools did not close, and the teachers attend as in all of the other towns.

At Amite City was the last and most enthusiastic meeting, though the work was incomplete from lack of time. Over fifty teachers came, — many from neighboring parishes; the people seemed determined to come, whether it rained or not. Colonel Garland did all in his power to make the Institute a success, and succeeded. Four parishes were represented both by teachers and parish superintendents.

The people socially and in the school work helped in a cordial manner, and we expect a large number of students from Amite in October.

The Institutes certainly did much good; they set the people and teachers to thinking. This was evinced by the pertinent questions asked about methods, and the large amount of educational literature examined and subscribed to.

Much more good can now be accomplished by either placing a Normal worker in a parish for a month, or holding a summer Normal in the State.

(Signed) ALBY L. SMITH.

The accompanying summary is taken from the registers of names of teachers attending the different Institutes. The registers of Many and Amite City fail to state which teachers were white, and which colored. The whole number of teachers present has therefore been counted as white in those instances.

Places at which Institutes were held: Mansfield, Many, Lafayette, Ruston, Lake Charles, Bastrop, New Iberia, Clinton, Houma, Amite City, and Donaldsonville.

Instructors: Dr. E. E. Sheib, President of Louisiana State Normal. Director: Prof. Alby L. Smith, Miss Sallie Phillips, Miss Nette Rousseau, Miss Leonora Walmsley, Miss Mary Washington, Miss Emma Oswalt, assisted in every instance by the State Superintendent Public Education.

Mansfield.	White	. . .	34	Colored	. . . . .	21
Many . . .	"	. . .	15	"	. . . . .	—
Lafayette . .	"	. . .	25	"	. . . . .	11
Ruston . . .	"	. . .	31	"	. . . . .	4
Lake Charles	"	. . .	10	"	. . . . .	—
Bastrop . . .	"	. . .	21	"	. . . . .	3
New Iberia . .	"	. . .	20	"	. . . . .	14
Clinton . . .	"	. . .	38	"	. . . . .	13
Houma . . .	"	. . .	30	"	. . . . .	20
Amite City . .	"	. . .	48	"	. . . . .	—
Donaldsonville	"	. . .	35	"	. . . . .	25
			<hr/>			
			307			111
						<hr/>
						307
						<hr/>
				Total		418

Almost broken down with the work of the past year, I bring this Report to a close. But I look back, sir, with satisfaction; and that which has been accomplished more than compensates for the worry, the annoyance, and the fatigue.

I cannot conclude this Report without calling your attention to a subject which you and I have had under consideration for some

time ; I beg that you will present this matter to the Honorable Board of Trustees of the Peabody Fund, since without assistance from that quarter we cannot look for an early realization of our hopes. When first the work of the Institutes was commenced in the State of Louisiana, we fully comprehended the necessity of substituting, after a while, in the place of these meetings of one week's duration, something more complete, more detailed, and more satisfactory.

We have every reason for being pleased with the results obtained at the Institutes held in this State. At the same time, apart from an increased interest in educational matters, and the good results which grow out of the suggestions presented to the visiting teachers, it must be admitted that very little that partakes of a permanent nature could be accomplished within the time devoted to these meetings.

Mainly there has been awakened a desire to improve, on the part of the teacher ; a demand for efficient teachers, on the part of the public.

I do now consider it quite possible to bring together for six weeks during each summer a large proportion of the most energetic of these teachers. Possibly, if arrangements could be made, for the present the State Normal School, with its class-rooms, appliances, etc., would be the most convenient place at which to attempt a summer Normal.

The situation is fine, the country healthy. The instructors of the Normal would feel themselves at home, and would do better work. Within a year or two this summer school would attract teachers from the adjoining States. In short, sir, I believe that the adoption of some plan of this kind would be productive of a far greater amount of good than the Institutes of the present. If it should be found to be advisable to continue the Institutes for a few years until every parish shall be prepared to hold an Institute at least once a year, a few of the instructors of the Normal might be detailed for that purpose without seriously affecting the efficiency of the summer Normal.

I beg you, my dear sir, to give this matter your very careful consideration ; and should you approve of this plan, I beg that you

will direct to it the attention of the Honorable Board of Trustees of the Peabody Fund, and that you will solicit such assistance as may be necessary to carry out this project.

I further beg that you state to the Honorable Board of Trustees of the Peabody Fund that the students of the Louisiana State Normal, as well as the President of the Institution, are fully conscious of their obligation to the Honorable Board for the assistance extended to the school during the past and previous years.

Finally, sir, I wish to express to you my appreciation of your untiring efforts in behalf of the schools of the State.

I congratulate you, sir, and hope that you, too, may find in the consciousness of having contributed so much to one of the noblest of works more than a recompense for the innumerable provocations, delays, and disappointments.

I am, sir, yours very respectfully,

EDWARD E. SHEIB,
President Faculty, Louisiana State Normal.

WEST VIRGINIA.

The Hon. Benjamin S. Morgan, Superintendent of Free Schools, makes the following interesting Report:—

I have the honor to make you my preliminary Report of the distribution of the Peabody Fund assigned to West Virginia for the present year, and the character of the work done through this fund in the Institutes and Normal Schools to which it has been applied.

I am glad to report the continued progress of the whole school work of the State. Interest and enthusiasm are shown in every branch of the school system, and this is largely due to the stimulus given the teachers through the Normal Schools and Institutes to which the Peabody Fund is applied. The interest in schools was reflected last winter in the Legislature by more liberal laws affecting education. Liberal appropriations were secured for improvements in the Normal School buildings, apparatus, etc.

These schools, of which we have seven, including one for colored teachers, are sending out each year a fine corps of trained teachers, and are increasing in influence and working capacity. The following table, from the Regents' Report for 1886, is appended, showing the enrolment and numbers graduating each year since 1869-70. The total enrolment for 1885-86 was 687; for 1886-87, 727, — showing a healthy growth. Several of these schools are doing a large work beyond what the limited appropriation pays for.

Both Fairmont and Marshall College earned more than a thousand dollars each above the amount received from the State. To supply such deficiencies and the scaling of salaries, etc., I have applied the Normal School money received from your Board.

TEACHERS' INSTITUTES.

The teachers in many of our interior counties cannot attend the Normal Schools. At an average salary of \$30 per month for only four months in the year, they barely eke out a scanty existence by following other pursuits during the rest of the year.

To meet these teachers with some Normal training, and give them an inspiration for the year's work, Institutes have been organized in every county in the State; and in some counties where there is a large number of teachers, two Institutes have been held.

It is yet too early to have all the official Reports and statistics in and examined. I have personally visited many of these Institutes during the summer, and through preliminary Reports I can say that the work has been done satisfactorily, and at the smallest possible expense.

My plan of work for the year has been to secure the best talent obtainable for the means we had to spare, and distribute such men as Prof. W. H. Payne, of the University of Michigan, Dr. M. A. Newell, of Baltimore, Hon. Henry Houck, of Pennsylvania, and others, at convenient points through the State to conduct Peabody Institutes, assisted by some bright local instructors.

I have urged county superintendents and county Institute instructors to attend, and have sent these to hold the county Institutes while fresh and full of the spirit.

Most interesting Institutes have been held at Martinsburg, Charleston, Point Pleasant, Fairmont, Union, Keyser, Philippi, and other places. The work for the year is not yet over, and a complete financial and statistical Report cannot yet be made. I will endeavor to do so at an early date. I contemplate an interesting Institute at Wheeling later on. Over fifty Institutes have already been held, and we shall probably have ten more. The enrolment will be large, and it is remarked how many new teachers are attending.

The following is the enrolment of a few of the preceding years :

1881	4,410	1884	4,975
1882	4,699	1885	5,711
1883	4,545	1886	6,088

FINANCIAL.

Owing to my illness for several weeks, I have not been able to examine Reports, and pay all the instructors, and apportion the Normal School where it belongs. This will be done in a short time, and detailed statements and vouchers sent you.

CONCLUSION.

During the past two years I have urgently requested that you give West Virginia as large aid as possible, or as might be commensurate with the resources of your Fund. I did this believing that West Virginia was one of the best fields in the South for the application of the Peabody Fund.

I urged that you raise it, if possible, to three thousand dollars ; which sum you were kind enough to send, and for which I and my people are gratefully appreciative. I may be able yet to economize this year in the use of the fund remaining on hand. I therefore do not feel that I can urge my claim for three thousand dollars for the next year, provided there are other fields that seem to need it more. However, I assure you it could be expended with splendid results in this State, and I leave the matter of the amount of the appropriation to yourself, hoping that it will be as liberal as you can make it.

Distribution of Income of the Fund since Oct. 1, 1886.

ALABAMA.

Scholarships	\$2,600	
Normal Schools	4,000	
Public Schools	1,000	
Institutes	500	
	<hr/>	\$8,100

ARKANSAS.

Scholarships	\$2,000	
Public Schools	900	
Institutes	1,500	
	<hr/>	4,400

GEORGIA.

Scholarships	\$2,800	
Public Schools	500	
Institutes	1,500	
	<hr/>	4,800

LOUISIANA.

Scholarships	\$1,600	
Normal School	2,000	
Public Schools	1,000	
Institutes	1,000	
	<hr/>	5,600

NORTH CAROLINA.

Scholarships	\$2,800	
Public Schools	1,700	
Institutes	1,000	
	<hr/>	5,500

SOUTH CAROLINA.

Scholarships	\$2,000	
Clafin Normal School	1,000	
Public Schools	7,900	
Institutes	1,000	
	<hr/>	11,900
		<hr/>
		\$40,300

Brought forward \$40,300

TENNESSEE.

Scholarships	\$2,800	
Normal College	9,500	
Institutes	1,200	
		<hr/> 13,500

TEXAS.

Scholarships	\$1,800	
Normal School	2,500	
		<hr/> 4,300

VIRGINIA.

Scholarships	\$2,800	
Normal Schools	2,500	
Institutes	2,000	
		<hr/> 7,300

WEST VIRGINIA.

Scholarships	\$1,600	
Normal Schools	1,000	
Institutes	2,000	
		<hr/> 4,600

Total \$70,000

SAMUEL A. GREEN,

General Agent pro tem.

BOSTON, October 1, 1887.

Mr. MORGAN, the Treasurer, presented his account, which was duly referred to Governor PORTER and Mr. DREXEL as an Auditing Committee; and to the same Committee were also referred the accounts of Miss FAOLINE E. STEARNS, executrix of the estate of her father, the late Dr. STEARNS, and of Dr. GREEN, General Agent *pro tempore*.

Governor PORTER made a report, on which it was

Voted, That that part of the Chairman's Address relating to Dr. STEARNS be communicated to his widow and

family, as an expression of the whole Board in regard to his lamented death.

Voted, That the salary of Dr. STEARNS be continued to the end of the academic year in which he died, and that the balance be paid to his family.

Mr. EVARTS was chosen Second Vice-Chairman of the Trustees in place of the late Governor AIKEN; and the hour of 12 to-morrow was assigned as the time to fill the vacancy in the Board.

Governor PORTER, in behalf of the Select Committee appointed two years ago to consider the relations existing between the Nashville University and this Board, reported that they were of a harmonious character and mutually satisfactory.

Voted, That the Secretary prepare a third volume of "Proceedings."

Adjourned to Thursday, at 11 o'clock, A. M.

October 6.

The Trustees met agreeably to adjournment.

Present: Mr. WINTHROP, the Chairman, and Messrs. EVARTS, STUART, WHIPPLE, JACKSON, HAYES, DREXEL, GREEN, PORTER, and MORGAN.

The Records of the last meeting were read and accepted.

The Chairman stated that the Hon. ROBERT L. TAYLOR, Governor of Tennessee, and the Hon. FRANK M. SMITH, the Superintendent of Education of that State, had just called on him, having come from

Nashville expressly for this purpose, and that they both expressed a deep interest in the welfare of the Normal College, and an earnest desire to co-operate with the Peabody Trustees in its management.

Mr. DREXEL, for the Auditing Committee, reported that the accounts of Mr. MORGAN, the Treasurer, were found to be correct and properly vouched; and those of Miss STEARNS, and of Dr. GREEN, General Agent *pro tempore*, were also found to be correct and properly vouched; which report was accepted.

The Standing Committees were appointed as follows:—

Executive Committee: Hon. A. H. H. STUART, Hon. WILLIAM M. EVARTS, Chief-Justice WAITE, Ex-President HAYES, Hon. JAMES D. PORTER, with the Chairman, *ex officio*.

Finance Committee: Hon. WILLIAM M. EVARTS, Hon. HAMILTON FISH, Chief-Justice WAITE, Hon. THEODORE LYMAN, ANTHONY J. DREXEL, Esq., with the Treasurer, *ex officio*.

On motion of Bishop WHIPPLE, a vote of thanks was passed to Dr. GREEN for his services during the past year as General Agent *pro tempore*; and he was requested to act in that capacity until a new General Agent is appointed, under the same conditions and restrictions as formerly; which motion was duly passed. A sum not exceeding \$1,000 was appropriated for the payment of incidental expenses relating to the office.

Mr. J. PIERPONT MORGAN was re-elected Treasurer, and a sum not exceeding \$750 appropriated for clerical assistance.

The Officers of last year, subject to election, were rechosen.

The Chairman, General Agent, and Governor PORTER were appointed a sub-committee, with full powers, to act in all matters relating to the Normal College.

The Hon. WILLIAM A. COURTENAY, of Charleston, S. C., was chosen to fill the vacancy in the Board caused by the death of Governor AIKEN.

It was also voted that the next Meeting of the Trustees be held on the first Wednesday of October, 1888, in New York, with a discretionary authority to the Chairman, by the advice and consent of the Executive Committee, to make any change of time and place which may prove to be desirable.

The Annual Meeting of the Trustees was then dissolved.

SAMUEL A. GREEN,

Secretary.

APPENDIX.

PROCEEDINGS

AT THE

TWENTIETH ANNIVERSARY OF THE PEABODY GIFT,

HELD AT THE

NORMAL COLLEGE, NASHVILLE, TENN.,

MARCH 25, 1887.¹

THE Twentieth Anniversary of George Peabody's gift to the Southern States was commemorated with appropriate exercises last night by the Faculty and pupils of the State Normal College at the Watkins Institute Hall. There was a large audience present, and the Hon. William B. Reese presided. Much regret was felt at the absence of Dr. Stearns, who was detained at home by severe illness; the rest of the Faculty, however, were present, and occupied seats upon the rostrum. Messrs. Barnett, Stearns, Salmons, Covington, and Walker, pupils of the College, acted as ushers, and rendered very efficient service.

The exercises were opened with music from Heffernan's Orchestra, choice selections being interspersed through the programme. The address of Dr. Stearns, letters from Hon. Robert C. Winthrop, LL.D., Chairman of the Trustees of the Peabody Education Fund, and Hon. Samuel A. Green, M.D., Secretary, were read by Prof. Benjamin B. Penfield, of the Normal College.

¹ This account of the celebration is taken largely from "The Nashville Union" of March 26, 1887.

DR. STEARNS'S ADDRESS.

We are assembled here to-night, friends, citizens, and legislators of Tennessee, not so much to commemorate the day which, a little more than ninety-two years ago, gave to the country and age one of its most successful citizens and greatest philanthropists, as, at the close of the second decade of his munificent bounty to a grateful people, who must forever hold him in loving remembrance, publicly to acknowledge his patriotic sympathy, his unparalleled generosity, the wisdom with which his gifts were bestowed, the faithfulness and sagacity with which his trust has been administered for twenty years, and our appreciation of the benefits of which Tennessee and its sister States have been the recipients, among whom this State has been the largest beneficiary.

But while we occupy ourselves to-night chiefly in considering the gift we have received, it cannot be out of place for us to devote a few moments to some of the principal facts of the giver's noble life, begun now a little more than ninety-two years ago, when, could the mysterious book of fate have been opened, and the prophecies, to whose fulfilment every day adds something, been displayed to a wondering world, we may well and reverently believe the morning stars would have sung together.

Others, indeed, have filled the world with brilliant deeds and won high and just renown. Others, particularly during the last few years, have poured out their money like a flood, and enriched the land with countless blessings ; but one benefactor stands much alone in the timeliness of his gift, and in a singular appreciation of the condition of the people whom he designed to benefit.

Born in the little village of Danvers, Mass., a suburb of the ancient, wealthy, cultivated, but somewhat quaint city of Salem, a few miles east of Boston, brought up amidst highly respectable surroundings, enjoying only, I believe, the scanty but invaluable common school privileges of the day, with a plenty of the rough and tumble of New England boy life to experience, he formed habits of faithfulness, industry, and frugality, which, I doubt not, secured for him at this early period the praise of Well done ! as

much when he picked stones in his neighbor's field, at twenty-five cents a day, as when he gave into the recording angel the last account of his noble stewardship. Accustomed to view the mercantile thrift and world-embracing enterprise of the merchants near him, his own spirit of enterprise seems to have been early awakened, and we find him soon a merchant's clerk in Northern Vermont, whence, after a successful service, he went to Newburyport, Mass., thence to Georgetown, D. C., where he became a partner in a well-known and prosperous mercantile house, which was soon afterwards removed to Baltimore, with branches in Philadelphia and New York.

In the year 1837 we find him settled in London, where, in 1843, he established the great and world-renowned banking-house of George Peabody & Co.

That as a banker he was prosperous and successful we all know, but at a certain point, probably predetermined in his own mind, while yet much of his life was before him, without waiting to encounter the risks or changes of an untried future, or reluctantly relinquishing a great estate, to be quarrelled over, it may be, or wasted at his death, he opened up the springs of benevolence and gave free course to a river of bounty which it was his delight to feed and enlarge as long as life lasted. In 1851, with characteristic pride in his country, he furnished the sum required to give her a respectable standing and a fair chance among civilized nations at the great World's Exhibition. In 1852 he gave \$10,000 toward the second Grinnell Arctic Expedition under Dr. Kane, and shortly after \$30,000 to found an Institute at his birthplace in that part of Danvers which was afterward named South Danvers, and is now rightly called in honor of him Peabody. To this sum he afterward added \$170,000, with \$50,000 more to Danvers for a similar object. In 1857 he revisited his native country, and while here gave \$300,000, subsequently increased to \$1,000,000, to found a Peabody Institute in Baltimore, Md. In 1862 he carried into effect a well-conceived and carefully matured plan for the comfort and uplifting of the poor in London by a gift of £500,000. A little after this he gave to Harvard University \$150,000, to found a Museum of Archæology; \$150,000 to Yale College, toward a department of physical science; to the Peabody Museum in Salem,

Mass., \$150,000; to Newburyport, Mass., for a public library, \$20,000; to Phillips Academy at Andover, Mass., \$30,000; to the Massachusetts Historical Society, \$20,000; to the public library at Thetford, Vt., \$10,000; to Kenyon College, Ohio, \$26,000; to Washington College, Virginia, \$60,000. These liberal gifts still challenge the admiration of the world.

The Queen of England sought to confer upon him a baronetcy, but he declined the uncoveted honor, though he accepted some less conspicuous but more highly prized testimonials, which have found an appropriate resting-place in his Institute at Danvers. The citizens of London placed in the Royal Exchange a memorial statue, and all parties sought, by all possible means, to testify their gratitude and veneration for so great a philanthropist.

But in enumerating the many great gifts which George Peabody bestowed upon England and America, I have purposely omitted that which seems to us of greatest moment, the commemoration of which has called us here to-night, and which may be most fittingly introduced in his own remarkable language. On February 7, 1867, a few days more than twenty years ago, he wrote as follows:—

TO HON. ROBERT C. WINTHROP *of Massachusetts*, HON. HAMILTON FISH *of New York*, RT. REV. CHAS. P. MCILVAINE *of Ohio*, GEN. U. S. GRANT, *U. S. A.*, HON. WILLIAM C. RIVES *of Virginia*, HON. JOHN H. CLIFFORD *of Massachusetts*, HON. WILLIAM AIKEN *of South Carolina*, WILLIAM M. EVARTS, ESQ., *of New York*, HON. WILLIAM A. GRAHAM *of North Carolina*, CHARLES MACALESTER, ESQ., *of Pennsylvania*, GEORGE W. RIGGS, ESQ., *of Washington*, SAMUEL WETMORE, ESQ., *of New York*, EDWARD A. BRADFORD, ESQ., *of Louisiana*, GEORGE N. EATON, ESQ., *of Maryland*, and GEORGE PEABODY RUSSELL, ESQ., *of Massachusetts*:—

GENTLEMEN,—I beg to address you on a subject which occupied my mind long before I left England, and in regard to which one at least of you (the Hon. Mr. Winthrop, the distinguished and valued friend to whom I am so much indebted for cordial sympathy, careful consideration, and wise counsel in this matter) will remember that I consulted him immediately upon my arrival in May last.

I refer to the educational needs of three portions of our beloved and common country, which have suffered from the destructive ravages and the not less disastrous consequences of civil war.

With my advancing years my attachment to my native land has but become more devoted. My hope and faith in its successful and glorious future have grown brighter and stronger; and now, looking forward beyond my stay on earth, as may be permitted to one who has passed the limit of threescore and ten years, I see our country, united and prosperous, emerging from the clouds which still surround her, taking a higher rank among nations and becoming richer and more powerful than ever before.

But to make her prosperity more than superficial, her moral and intellectual development should keep pace with her material growth, and, in those portions of our nation to which I have referred, the urgent and pressing physical needs of an almost impoverished people must for some years preclude them from making, by unaided effort, such advances in education, and such progress in the diffusion of knowledge, among all classes, as every lover of his country must earnestly desire.

I feel most deeply, therefore, that it is the duty and privilege of the more favored and wealthy portions of our nation to assist those who are less fortunate; and with the wish to discharge, so far as I may be able, my own responsibility in the matter, as well as to gratify my desire to aid those to whom I am bound by so many ties of attachment and regard, I give to you, gentlemen, most of whom have been my personal and especial friends, the sum of \$1,000,000, to be by you and your successors held in trust, and the income thereof used and applied in your discretion for the promotion and encouragement of intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and Southwestern States of our Union; my purpose being that the benefits intended shall be distributed among the entire population, without other distinction than their needs and the opportunities of usefulness to them.

It should be mentioned here that this sum of \$1,000,000 was subsequently increased to between \$2,000,000 and \$3,000,000.

Then follows a description of the gift and a statement of his views respecting the manner of its application and presentation; after which he closes in these words:—

In making this gift, I am aware that the fund derived from it can but aid the States which I wish to benefit in their own exertions to diffuse the blessings of education and morality. But if this endowment shall encourage those now anxious for the light of knowledge,

and stimulate to new efforts the many good and noble men who cherish the high purpose of placing our great country foremost, not only in power, but in the intelligence and virtue of her citizens, it will have accomplished all that I can hope.

With reverent recognition of the need of the blessing of Almighty God upon this gift, and with the fervent prayer that under His guidance your counsels may be directed for the highest good of present and future generations in our beloved country, I am, gentlemen, with great respect, your humble servant,

GEORGE PEABODY.

WASHINGTON, Feb. 7, 1867.

And now, before proceeding to give you a sketch — very, very meagre, alas ! it must be — of the establishment and operations of the Peabody Educational Fund, covering the twenty years now just closed, I wish to read a letter written for this occasion by one who, during a long, most useful, and deservedly honored life, has been, is still, more widely known in both the Old World and the New than almost any man our country has ever produced. I refer to the Hon. Robert C. Winthrop, of Massachusetts, the intimate friend and confidant of Peabody, to whom he privately announced his intentions, from whom he sought advice, whom he selected as first chairman of his board of trust, which office he still holds, and to whose patience, sagacity, and watchful supervision much of the singular and everywhere acknowledged success and usefulness of the fund are owing.

His letter, to which you will listen with an interest second only to that written by Peabody himself, I will now read to you.

BOSTON, Jan. 25, 1887.

REV. DR. STEARNS,

Chancellor of Nashville University.

MY DEAR SIR, — I was glad to learn by your kind letter of the 11th inst. that you were proposing to make Mr. Peabody's great gift for the schools of the South the subject of special commemoration at the Normal College on the 7th of February next.

Twenty years will then have been completed since his letter of trust was placed in my hands. The original letter is before me at this moment, dated "Washington, Feb. 7, 1867," with the autograph signature of George Peabody. You have justly called it "one of the

most remarkable and important letters ever written in this country." The munificent endowment which it announced was the first practical manifestation, on a grand scale, of that spirit of conciliation by which alone the wounds of the civil war could be healed and peace restored to our land. That letter gave also the earliest impulse to that cause of common school education which was vital to the regeneration of the States impoverished and devastated by the war. And still further, it afforded the grand example, which has been so happily followed in later years, of a rich man pouring out millions during his lifetime for the relief and welfare of his fellow countrymen in their distress. In all these ways Mr. Peabody's letter of the 7th of February, 1867, was indeed most remarkable and most important, and one of these days it will find a place among the most precious manuscripts of our country, — perhaps in the new Congressional Library at Washington.

Congress, as you may remember, awarded a costly gold medal to Mr. Peabody in grateful recognition of his patriotic philanthropy, and his letter of trust may well be ultimately assigned to the archives of the government.

Meantime that letter has already accomplished great results. Every expectation and hope of the writer has been fulfilled. Excellent school laws in all the Southern States, thriving common schools in many of the cities and towns, and a deep pervading interest in the work of education animating the whole people, all unite in attesting the influence and inspiration of Mr. Peabody's letter. Your own Normal College, with its more than one hundred Peabody Scholarships, is a noble illustration of what, I trust, it is destined to accomplish, in still larger measure, in future years.

Of those to whom the letter was addressed, sixteen in all, five only are living, and only four are still members of the Board of Trustees. I cannot be too grateful to a kind Providence that I have been privileged to preside over this distinguished Board from the first, agreeably to the appointment of Mr. Peabody himself. He had taken me into his confidence six or seven months before his letter was signed, and I had promised to watch over his great trust so long as health and strength should permit me. It has been one of the greatest satisfactions of my life to do so, and will be to the end.

Education is the great necessity of our country. Free government can rest securely on no other basis than free schools. Increasing millions of people, with votes in their hands which they can neither write nor read, are a standing menace to the safety of our institutions and the purity of our elections. With a surplus revenue in our treas-

ury, which Congress seems incapable either to reduce or squander, it is lamentable that all national aid for the children of the schools should continue to be denied or evaded. But I dare not dwell on this topic. Believe me, dear Dr. Stearns, with the warmest wishes for the prosperity and welfare of the Normal College at Nashville,

Your friend and servant,

ROBERT C. WINTHROP.

It has been my purpose to give you some account of the organization of this the most distinguished board of trust our country has ever known ; of the principles it laid down for its administration ; of its singularly wise and most fortunate selection of a General Agent, the never to be forgotten Dr. Sears ; of the establishment of the Normal College in this city and its peculiar features. I should have been glad to have spoken of it at length. I should have been glad, too, to have referred to the funeral honors which were paid to the memory of our illustrious benefactor by the Queen and Court of England, and the highest and most distinguished of our own people, and to have quoted largely from the most splendid and yet most feeling of the eulogies pronounced over his remains,—that by his friend, Robert C. Winthrop, at Danvers, Mass.,—but the present occasion will not admit of it. Of the benefits which Tennessee and her sister States have derived from Mr. Peabody's gift, representatives of the States having relations with the Peabody Education Fund will speak very briefly. Some of these testimonials, I much regret, are too long to be read entire to-night, but will find a place, it is hoped, in due time, in a memorial volume.

I will close by reading you a letter from the Hon. Samuel A. Green, M.D., Secretary and General Agent *pro tem.* of the Peabody Education Fund, in which he sets forth by States the distribution which has been made of the income from said fund :—

BOSTON, Jan. 29, 1887.

EBEN S. STEARNS, D.D.,

Chancellor of the University of Nashville.

DEAR SIR,—Your letter of the 21st inst. was duly received, and I cheerfully comply with your request. I had not forgotten that it is now twenty years, lacking a few days, since Mr. Peabody made his

princely gift to the cause of education in the South, and I am glad to learn that some notice is to be taken of the anniversary. It is due to Mr. Peabody's memory that public attention should be called from time to time to his magnificent bounty and noble example. He set a precedent for others to follow which has by no means been lost. Without doubt, some of the great endowments of the present day have been prompted, in part at least, by his generosity.

During this period of twenty years, the Trustees of the Peabody Education Fund have distributed the income among the several States as follows :—

Alabama	\$95,200
Arkansas	103,475
Florida	72,075
Georgia	123,127
Louisiana	96,870
Mississippi	88,303
North Carolina	138,315
South Carolina	77,950
Tennessee	306,975
Texas	122,350
Virginia	267,599
West Virginia	137,010
Total	<u>\$1,629,249</u>

Since the annual meeting of the Board in October last, the sum of \$18,500 has been given to the support of scholarships at Nashville, which I am now unable to apportion by States. This makes a grand total of \$1,647,749, which has been used exclusively for purposes of public education.

Very truly yours,

SAMUEL A. GREEN,

Secretary, and General Agent pro tem.

After the reading of the above letters ten young ladies from the College, all attired in white, filed in and took seats in front on the rostrum. Each wore a badge of blue ribbon, upon which was printed in gilt letters the name of the native State of each young lady, which she represented, as follows : Miss Anderson, Alabama ; Miss Wright, Arkansas ; Miss Johnson, Georgia ; Miss Carter, Louisiana ; Miss Gardner, North Carolina ; Miss Stanley, South Carolina ; Miss Lucker, Tennessee ; Miss January, Texas ; Miss

Chapman, Virginia ; Miss McChesney, West Virginia. Mr. Stearns had written to the State Superintendent of each of the States represented, and obtained from them a letter to be read upon the occasion. This proved a most interesting feature, and conveyed a great deal of information of the benefits accruing from the Peabody Fund in the various States. Some of the letters were too long to be read in full, and only extracts from them were therefore given.

Miss Anderson, of Alabama, representing that State, read the following letter from the Hon. SOLOMON PALMER, Superintendent of Education : —

DEPARTMENT OF EDUCATION,
MONTGOMERY, ALA., Feb. 4, 1887.

EBEN S. STEARNS, D.D.,

President Normal College, Nashville.

DEAR SIR, — I am in receipt of your favor of recent date, requesting an expression from me as to the effects and influences of the Peabody Fund on the educational interests of Alabama. Permit me to say that no duty more pleasant could devolve upon me than that of giving expression to the deep feeling of gratitude that Alabama's entire people bear George Peabody, their illustrious benefactor ; and further, that, had I been left to my own choice, I could have selected no place more suitable for such expression than the halls of your own institution, which you have more than made to fulfil the prophetic prediction, that "under a fostering care it was destined to become the pride of the South."

The Peabody Education Fund, considering the circumstances under which it was given, constitutes one of the most magnificent gifts ever made to the cause of popular education. At a time when we were prostrated, suffering all the ills consequent upon a civil war, — when our sons returning from battle, covered with the blood and dust of defeat, but to find barren, fenceless, and devastated lands, — it was George Peabody, a man whose financial interests were identified with those against whom we had lately been arrayed in war, that first extended the helping hand, and scattered at our feet like flowers "the charities that soothe and heal and bless."

Arising above the passions and prejudices of the hour, like some glorious planet at midnight on a world hitherto but dimly lighted by the cold twinkle of distant stars, this great man magnanimously stretched forth his generous hand and gave millions of his money

to the cause of Southern education. Can I not then assure you that for his name we love so well, there is, there can be, no such thing as death?

As to the influences exerted upon the educational interests of our State by the Peabody Fund, they are too vast and varied for human computation. Among them, and not least, was the tendency to allay a sectional prejudice engendered by fratricidal strife, and more bitter, perhaps, than most of us, at this distant day, are really conscious of, or willing to admit.

Again can we trace the silver thread of its benign influence in another direction. Public aid to education, having to come, as it does, through the means of direct taxation and appropriation, has always met with more or less opposition from the people, thus causing much embarrassment to our legislatures in giving such aid. The earlier history of your College is replete with evidence of this fact. I am glad to say, however, that such opposition is rapidly growing less, and that, in my opinion, no one influence did more in overcoming it than did the Peabody Fund. This vast donation from Mr. Peabody aroused at once our people to a sense of their own duty, causing them to supplement public aid with private subscription and local taxation.

It would be Hamlet with his character omitted, were I not to call your attention to another influence. When you remember the many noble young men and women daily drinking pure waters of the empyrean spring from the golden cup placed in their hands by Mr. Peabody, impressed as they are with a deep sense of their duty to him and to their fellow man, with a will and desire to emulate his great example, — young men and women selected for virtues of heart and head, who are constantly returning to Alabama, like bees from fields of flowers, laden with honey, — you can realize, as I know you do, the never-ending good results accruing to us from the Peabody Fund. Thus could I continue to trace this silver thread, were it not a trespass upon your time and patience.

From a combination of these influences in the several States, may we not hope soon to see a deep current of public opinion set in motion, which will, not unlike those of the great oceans surrounding our continent, eventually affect the entire civilized world?

Hoping that this may not prove an overdrawn figure,

I am yours, very truly,

SOLOMON PALMER,
Superintendent of Education.

Miss Wright, of Arkansas, read the following communication from the Hon. W. E. THOMPSON, Superintendent of Public Instruction : —

OFFICE OF STATE SUPERINTENDENT PUBLIC INSTRUCTION,
LITTLE ROCK, ARK., March 16, 1887.

HON. EBEN S. STEARNS,
Nashville, Tenn.

DEAR SIR, — You will please excuse me for not writing you, as requested, a letter to be read on commemoration day. The reason why I did not do so was on account of sickness, until it was too late. No State has more appreciation of the aid received from the Peabody Education Fund than Arkansas. This I have, in all my reports to the Peabody Trustees and to our General Assembly, endeavored to express. It is impossible to estimate the value of the aid to Arkansas. It has advanced our educational interests, and to-day we are taking rank with other States.

I hope you will have a successful and pleasant meeting on the 18th, and that the State Normal in the future, as in the past, may continue the noble work it has undertaken, and increase its usefulness and popularity under your excellent management.

Respectfully,

W. E. THOMPSON,
Superintendent of Public Instruction.

Miss Johnson, of Georgia, read the following letter from the Hon. GUSTAVUS J. ORR, State School Commissioner : —

OFFICE OF STATE SCHOOL COMMISSIONER,
ATLANTA, GA., Feb. 4, 1887.

EBEN S. STEARNS, S.T.D.,
Chancellor, etc., University of Nashville.

DEAR SIR, — Yours of the 21st ult., in which you state that it is proposed to notice with appropriate ceremonies at the State Normal College on the 7th instant, the twentieth anniversary of the first expression by Mr. Peabody of his kindly purposes toward the South, was duly received. You ask an "open letter" from me to be used on the occasion. I have been incessantly occupied with pressing official duties ever since your letter reached me. I regret, therefore, that I shall not be able to say all that I might otherwise have said.

Mr. Peabody was a great man, — great intellectually and great morally. No common mind could have planned and carried forward

successfully the great business enterprises in which he engaged. No common man *morally* would have thought of such a disposition of immense accumulations as he made. He was the friend of the human race. With sufficient means, his charity would have led him to assist the helpless of every "nation, kindred, and tribe." As was natural, however, he loved his own country and that other country in which he spent so many years of his later life more than all the world beside; and to these he confined his benefactions. Moreover, in remembering his own country, he showed how far he could rise above common men in that, though of Northern birth and rearing, he bestowed nearly all he gave upon the suffering, needy South. The same patriotic kindness led him to choose men like himself to administer the trust which his gift created. His plans and their execution of them have furnished to the whole country an example of practical reconstruction, which will go down in history to coming times.

But I have said enough, perhaps, in this general way. The most appropriate contribution from me, and indeed what seems to be expected, is a brief account of what the Peabody Trustees have done for Georgia. I entered upon the office I now fill in 1872. Something had been done for our State previous to that date, but exactly what I am unable to tell. Since that time almost everything that has been done for the State has been done through me. From the beginning of my connection with the work, a proper distribution of the appropriation for the State has been asked at my hands from year to year, and in almost every instance my recommendations have been adopted. A careful examination of the records of this office shows that the donations to Georgia since the year 1871 aggregate the large sum of \$94,100. Under the wise policy recommended by Dr. Sears, the first General Agent, the fund was applied in aid of public schools. Cities so situated as to furnish conspicuous examples of the advantages of well-conducted public schools were chosen as the objects of his benefactions. In no case was enough given to sustain a system. The policy was to give simply enough to stimulate the aided community to self-action; and as soon as the people were thus prepared to walk alone, the aid was withdrawn. Savannah, Atlanta, Augusta, Macon, and Columbus first received aid, and soon had splendid systems of schools in operation. Other cities and towns of the State followed, and we now have fourteen local systems in successful operation, and three other communities have obtained the necessary legislation and will be added to the list in a few months. At every meeting of our Legislature, several towns ask for the legislation necessary to put local systems in operation; and the day is not far distant when there

will be at least fifty systems of this sort in the State, bestowing untold benefits upon as many communities. The results thus sketched are traceable largely to the stimulus given by the Peabody Trustees.

The foregoing statement exhibits very imperfectly the influence exerted upon our towns and cities by the work of the Peabody Trustees. The effect upon our rural communities has not been so marked. The conditions necessary to a high degree of success in public school work are wanting in many such communities. They have very generally felt, however, to some extent, the influence of success in the towns and cities. The most marked effect produced on such communities by the work of the Trustees was through the agencies which they sustained for a time. The writer of this, sustained in this way, visited within the space of two or three years one hundred and twenty counties, and delivered public addresses, made familiar talks to grand juries, and met with boards of education. By authority of Dr. Sears, he also employed other gentlemen to do, to a limited extent, similar work. In this way the public mind was enlightened, prejudices were removed, and objections were met and overcome. The money expended in this way was simply to cover the expenses of the agents; and I feel sure that I state the case truly when I say that it produced effects upon the people at large tenfold greater than has been produced by the same amount expended in any other way.

As the years went by, a time arrived when our leading cities had received aid as long as the rules of the Board would permit. Other cities and towns had not been roused to action; and our country public schools were not kept in operation long enough to entitle them to aid. I saw that this state of things would inevitably cut us off from participation in the benefits of the fund. After mature reflection I wrote to Dr. Sears, suggesting the application of the bulk of the fund, in the future, to the training of teachers. I was thus the first person, so far as I know, to suggest the policy which established the Texas school, and put you at the head of the great work which you have been conducting so successfully for several years past. It may be that others made similar suggestions. My files here will show that Dr. Sears replied to me, saying that my suggestion struck him with great force, and that he would bring the matter before his Board. Whoever may be entitled to the credit of the first suggestion, the policy was adopted, and results have amply vindicated its wisdom. I know it has been a great thing for Georgia. Beginning in the year 1877, I have sent forward to Nashville, year after year, my quota of appointees, till the number now reaches eighty. One of our Georgia graduates has the honor of holding a place in your corps of instruc-

tors ; and many others of them are now holding prominent and useful educational positions in Georgia and other Southern States.

As a part of the new policy, institutes for the training of teachers have been sustained in most of the Southern States. Temporary training-schools of this kind have been conducted in Georgia for five years past. They have been manned by able instructors, and have been kept in operation for a term of four weeks. From three hundred to four hundred teachers have shared in the benefits thus bestowed from year to year.

I have thus endeavored to give a brief sketch of the work done by the Peabody Trustees in Georgia. The great man whose heart prompted and whose mind conceived this wonderful benefaction, the great man to whom he first communicated his purpose, and who assisted in maturing the plan, and the great men who, in different relations, have executed it, will never be forgotten by Georgians.

You will please submit the foregoing as my contribution.

Most respectfully and truly yours,

GUSTAVUS J. ORR,
State School Commissioner.

Miss Carter, of Louisiana, read a letter from the Hon. WARREN EASTON, Superintendent of Public Education, as follows : —

OFFICE OF STATE SUPERINTENDENT OF PUBLIC EDUCATION,
BATON ROUGE, LA., Feb. 12, 1887.

DR. EBEN S. STEARNS.

LADIES AND GENTLEMEN, — For years the Peabody Trust Fund, the gift of that great philanthropist, Mr. George Peabody, of Massachusetts, was managed in the State of Louisiana by the Hon. R. M. Lusher, Ex-State Superintendent of Public Education, in a most satisfactory manner.

Throughout the period of reconstruction, when all was dark and gloomy, when our children were driven from their schools because co-education of the races was insisted upon by those in power, the assistance given by the Peabody Fund helped many to prepare themselves for the great work that is now going on throughout the State in the cause of education.

Mr. Lusher, in closing his report to the General Assembly in 1877, had this to say of Mr. Peabody : —

Rising to the loftiest conception of the needs of our section, he devised, and, through the patriotism of his own chosen Board of Trustees, and the

devoted energy of his life-long friend, Rev. Barnas Sears, General Agent of the fund set apart for this purpose, executed a broad-spreading scheme for the educational advancement of the entire South. The details of his benevolence are the common property, in honor and gratitude, of the people of the United States. Coming from any man, at any era of the world's history, philanthropy such as his would have been in the highest degree noble. Coming from a man of Northern birth, lavishing millions upon an earnestly studied plan of beneficence toward the children of the South, it does more than approach that which men, when forced to admire great deeds, call sublimity,—it attains it.

Louisiana, who, in common with her sister States of the South, has profited, still profits, and will continue to profit by this good man's generosity, is proud to link with the honor that proceeds from a life without flaw and a philanthropy without selfishness the name and memory of George Peabody.

Since my assuming the duties of this office, the Peabody Trustees have been very liberal in their aid. To-day we have a State Normal,—an institution not yet two years old, but whose influence is already felt in every section of the State,—and in a few years will have revolutionized our entire school system.

Through the Peabody Fund I have been able to perfect the institute work begun by my predecessor, and have met hundreds of teachers, and, by earnest work, have awakened within them a desire for more knowledge, and a determination to make of themselves teachers more worthy of their hire. This year I shall hold twelve institutes. Every section of the State is anxious for me to come with my workers. Such interest was never shown before. I could go on enumerating the good work of the Peabody Fund from the date of its origin to the present time, growing in usefulness year after year, until, to-day, it has become the greatest agent in the development of the educational interests of this State. Thank God that such a man as George Peabody lived!

Yours truly,

WARREN EASTON,
State Superintendent of Public Education.

Miss Gardner, of North Carolina, read the following communication from the Hon. S. M. FINGER, Superintendent of Public Instruction :—

DEPARTMENT OF PUBLIC INSTRUCTION,
RALEIGH, N. C., Jan. 31, 1887.

DR. E. S. STEARNS,

Chancellor, etc., Nashville, Tenn.

DEAR SIR, — Yours of January 21st has been received. I am glad you expect to notice the anniversary of Mr. Peabody's great gift to the South. That gift was a *great* act, by a *great* man, to a people in *great* need.

In North Carolina much good has been done by appropriations from the Peabody Fund to private and public schools, not alone by increasing their ability to pay teachers, but by stimulating local effort, and causing the people to take courage and help themselves.

Then, too, from Nashville Normal College have, from year to year, come forth young men and young women who are taking high positions among the professional teachers of this and other States.

I prefer rather to *think* than to *write* about Mr. Peabody. His act is his greatest monument. What ever-continuing blessings flow from it!

I wish that all capitalists would, before they die, while yet they may see the good that their money might be made to do, seek some channel through which to make it bless the world and themselves. While in life, it may be made to do both; after death, it is most likely to do neither. Let this pure, great man's example inspire us all, whether we have much or little of this world's goods.

Very respectfully,

S. M. FINGER,

Superintendent of Public Instruction.

Miss Stanley, of South Carolina, read the following from the Hon. JAMES H. RICE, Superintendent of Education: —

OFFICE OF STATE SUPERINTENDENT OF EDUCATION,
COLUMBIA, S. C., Jan. 25, 1887.

REV. EBEN S. STEARNS, D.D.,

Chancellor, Nashville, Tenn.

DEAR SIR, — I learn with sincere pleasure that your Faculty intend to celebrate the anniversary of Mr. Peabody's splendid donation to the cause of education in the South. For twenty years this stream of charity has poured its beneficent flood over our desolated land. Majestic in its proportions and sublime in its conception, it was the more remarkable because it came from the hand of a stranger, and it

was tendered to the poor and needy. It is easy and popular to help those who can help themselves. Wealthy corporations and rich institutions are constantly the recipients of fresh bounties. It is left for patriots and philanthropists to lift up the poor and minister to the wants of those who suffer. Among such men the name of Peabody stands pre-eminent.

He gave immense sums to found this munificent charity. He united to the philanthropy of the patriot that wisdom which has so directed the administration of this whole trust that its usefulness has been augmented with the increasing years.

A long line of children, like an army with banners, has marched out into the struggle of life, equipped solely by his aid. To-day, all over the South, the Fund is educating children and teachers. And as we write, our hearts swell with joy as we think of the thousands unborn who are to be the beneficiaries of such wide-reaching benevolence. Surely, our children and our children's children will rise up and unite with us in blessing his name and his deeds.

We are happy to say that the administrators of the Fund have received, in full, the spirit of the noble founder. The trust has been for us most generously administered. Our chief city, Charleston, lost very heavily by the earthquake of last summer, and especially were her splendid common schools crippled in their finances.

As the cry of distress went up, the whole country responded with such an exhibition of sympathy and substantial aid as our people never witnessed before, and men's hearts were knit together by new bonds. The Trustees of the Peabody Fund at once made a special donation, and again and again have they done so until the munificent sum of \$4,000 has been sent to the schools of Charleston as a special donation. From one, learn all.

Wise administrators! Noble charity! South Carolina, from an overflowing heart, returns their greeting. We will ever cherish Mr. Peabody's name, and teach our children the purity, the wisdom, and the magnitude of this most noble charity.

With best wishes for the success of your celebration, I am, with very great respect,

JAMES H. RICE,
Superintendent of Education.

Miss Lucker, of Tennessee, read the following historical sketch, prepared by the Hon. THOMAS H. PAINE, Superintendent of Public Instruction: —

NASHVILLE, TENN , February, 1887.

DR. EBEN S. STEARNS,

Chancellor of the University of Nashville.

DEAR SIR, — In response to your communication of January 21st, I send you a brief historical sketch of the connection of Tennessee with the Peabody Education Fund. I find it impossible to measure or compute by any pecuniary standard the benefits which our State has received from the munificent donation of George Peabody, and its wise administration by the Board of Trust and its distinguished General Agents.

In 1867, the year in which Mr. Peabody executed the instrument creating his trust, there was established in Tennessee an organization known as the Tennessee State Teachers' Association. This Association at once placed itself in communication with Dr. Barnas Sears, the first General Agent of the Peabody Education Fund. At the suggestion of Dr. Sears this Association inaugurated the movement to establish an efficient public school system for the State. This system was put into efficient operation in 1873 through the patriotic efforts of such men as Governor Neil S. Brown, Hon. John M. Fleming, Dr. J. Berrien Lindsley, Dr. W. Jones, Superintendent S. Y. Caldwell, Captain W. R. Garrett, and other public-spirited citizens. Aid was offered by the Peabody Board of Trustees, through their General Agent, for the purpose of establishing and encouraging graded schools, and for the purpose of holding Teachers' Institutes. I am advised that the first Teachers' Institutes for the State were suggested by Dr. Sears, and were supported by an appropriation from the Peabody Fund. These Institutes were first held in this State in the summer of 1875, three for East Tennessee, four for Middle, and three for West Tennessee ; those in East Tennessee being under the professional charge of Superintendent H. Pressnell, those for Middle Tennessee under Captain W. R. Garrett, then Superintendent of Giles County, and those for West Tennessee under Superintendent A. Pickett. From that time to the present the State Institutes have been mainly supported by the Peabody Fund, receiving an annual appropriation varying from \$1,000 to \$1,500.

In 1875 the Peabody Trustees conferred on Tennessee, and, in fact, the entire South, a benefit, the effects of which are far-reaching, — indeed, beyond computation. The establishment of the Tennessee State Normal College marked an era in Southern education. The early efforts to secure its location at Nashville are shown in the following extract from a paper read before the Tennessee Teachers'

Association at its session in Jonesboro, in 1885, by Captain W. R. Garrett, of Nashville: —

In the following year, 1875, attention was more particularly directed to the establishment of another great agency in popular education. Dr. Barnas Sears, General Agent of the Peabody Education Fund, had made an offer to the State of Tennessee during the administration of Colonel John M. Fleming as State Superintendent, to give the sum of \$6,000 annually to the support of a Normal School, on condition that the State would enact the necessary legislation to effect the object, and would appropriate annually the like sum of \$6,000 to the current expenses of the School. Colonel Fleming had strongly urged this matter upon the Legislature. A bill to this effect passed the Senate, but was lost in the House. Early in the administration of Colonel Leon Trousdale, on March 23, 1875, the present Normal School law was enacted. A Board of Education was created, with corporate powers to establish one or more normal schools. The most strenuous exertions of Colonel Trousdale, aided by the active efforts of many earnest friends of education, were unable to induce the Legislature to appropriate one dollar to the expenses of the School. At this juncture the University of Nashville stepped forward, and offered to supply the place of the State, tendering the use of its grounds, buildings, and appliances, and an annual appropriation of \$6,000 from its funds. This offer was accepted by the Board of Education and by the Peabody Board, and the Normal College was organized. It may be interesting to note how this movement was brought about.

In 1867, when Mr. Peabody created his trust, the same year in which the Tennessee State Teachers' Association was founded, one of our most far-seeing citizens, Dr. J. Berrien Lindsley, then Chancellor of the University of Nashville, urged upon the Trustees of that institution to substitute for their undergraduate department a great Peabody Normal College, there being a number of classical colleges and no normal school in the South. The Trustees entertained the proposition, and invited a correspondence. Dr. Sears visited Nashville in November, 1867. A long course of negotiations was begun, which culminated in 1875 in the founding of the State Normal College. The first Board of Education consisted of Hon. James D. Porter, Hon. E. H. Ewing, Hon. Samuel Watson, Dr. J. Berrien Lindsley, Mr. L. G. Tarbox, Dr. R. W. Mitchell, and Mr. J. Reese. The State Normal College was opened on December 1, 1875.

Dr. Eben S. Stearns, who had been a teacher in the first Normal School in the United States, was selected as President of the institution. With its origin and the details of its history you are more familiar than any other person. Having been its chief executive officer from its foundation, you have shaped and controlled its destinies, and to you, sir, much is due for its great success.

In connection with the State Normal Institutes, it has already

worked a revolution in the methods of instruction and discipline in Tennessee and other Southern States. It annually places in the field a number of graduates skilled in the art of teaching, and in all that pertains to the development and perfecting of our public school systems. It thus enables us to build and improve our schools ourselves, and trains to the purpose the most intelligent and deserving of our youth. From its foundation to the present time this institution has received from the Peabody Fund an annual appropriation.

During the past four years it has also received an appropriation for Tennessee Scholarships, fourteen in number. The State is now receiving from this Fund \$9,000 towards the current expenses of the Normal College, \$2,800 in Scholarships, and \$1,200 for Institutes, making a total of \$13,000.

On this day it becomes us to review the history of Mr. Peabody's munificent donation, and render to his memory the tribute of respect which springs up in the human heart in contemplating the deeds of those who have loved and benefited the human race.

I have the honor to be, with the greatest respect,

THOMAS H. PAINE.

Miss January, of Texas, read a telegraphic despatch from the Hon. OSCAR H. COOPER, Superintendent of Public Instruction of that State : —

AUSTIN, TEXAS, Feb. 6, 1887.

EBEN S. STEARNS, D.D.,

University of Nashville.

Your letter to Mr. Baker has been handed to me. Texas unites with her sister States in doing reverential honor to the memory of George Peabody; the blessings resulting to Texas from his benefactions are incalculable.

OSCAR H. COOPER,

Superintendent of Public Instruction.

Miss Chapman, of Virginia, read the following from the Hon. JOHN L. BUCHANAN, Superintendent of Public Instruction : —

DEPARTMENT OF PUBLIC INSTRUCTION,
RICHMOND, VA., Feb. 4, 1887.

DR. EBEN S. STEARNS,

Chancellor of University of Nashville, State Normal College.

DEAR SIR, — I have the honor to acknowledge the receipt of your favor of Jan. 21st, requesting me to embody in an open letter, to be

read on the 7th of February at the State Normal College, such statements and views as I might deem proper to present touching the effect of Mr. George Peabody's extraordinary gift, and its influence upon the educational interests of Virginia during the twenty years now closing.

I greatly regret that your letter reached me on the eve of an enforced absence from my office for some days. I am without access to any records referring to this most interesting subject ; but if they were all before me, I could not, even with their aid, adequately portray the effect of Mr. Peabody's magnificent endowment.

Our country is especially remarkable for the number and magnitude of private donations to educational purposes. But in most instances these have been made in the form of endowments of special institutions looking to higher education, and therefore benefiting a comparatively limited number.

Mr. Peabody's purpose was nothing less than the bestowal of a blessing upon a whole people. The influence which he set on foot was designed to reach as far and wide as possible ; it was to help those who most needed help ; especially was it to help those who showed an earnest purpose to help themselves. Hence the seed which was sown broadcast from his liberal hand fell in the great field of popular education ; and of the fruits which have been produced, not individuals merely, but States, have been the grateful recipients.

Again, the opportuneness of the gift well befitted the generosity which prompted it. Four years of war had eaten up the substance of our people and left them in the midst of the sorrow and desolation which it had wrought. The field had almost forgotten the touch of the plough, the wheels of commerce had rusted into silence, and the school-master was not abroad in the land. So the struggle began, to reanimate and rebuild. In the midst of this state of things came the noble benefaction of George Peabody. It made no accusations ; it impugned no motives ; it asked no questions ; it made no discriminations ; it came free and unstinted, like the glorious sunlight of heaven, and stood ready, as far as it could reach, to co-operate with every agency tending toward the moral and intellectual improvement of our people.

While, then, a just appreciation of generous deeds awards the meed of grateful praise to all who have devoted their wealth to the good of humanity, yet it is not trespassing the limits of measured speech to say, that, in grandeur of conception, in comprehensive philanthropy, broad patriotism, and noble generosity, the gift of Mr. George Peabody to the Southern States of the Union is without a parallel in the annals of the world.

Virginia has been among the largest beneficiaries of this donation. She has received from the Peabody Education Fund a sum in all not less than \$270,000. From this source has been derived all the support of normal institutes conducted for the benefit of the public school teachers of Virginia. From this source is derived a most helpful supplement to the funds which sustain the State Female Normal School of Virginia. From this source is furnished the generous aid by which fourteen students of Virginia are enabled to attend the great State Normal College at Nashville.

The appropriations now made from this fund to Virginia, being applied to the academic and professional training of teachers, is exerting an influence evolutionary in the highest and best sense of the word. That influence no man can measure.

It is deemed proper to add, that the wisdom and fidelity with which this magnificent trust fund has been administered by the honorable Board of Trustees and General Agents, are entitled to the fullest recognition on the part of all who appreciate the generosity itself which prompted the donation.

Very respectfully,

JOHN L. BUCHANAN,
Superintendent of Public Instruction.

Miss McChesney, of West Virginia, read a letter from the Hon. BENJAMIN S. MORGAN, Superintendent of Free Schools, as follows:—

DEPARTMENT OF FREE SCHOOLS,
CHARLESTON, W. VA., Feb. 3, 1887.

DR. EREN S. STEARNS,
Chancellor, etc., Nashville, Tenn.

DEAR SIR,— Your communication of January 21st has been received, announcing your purpose to commemorate at the University with appropriate exercises the anniversary of the day on which George Peabody published to the world his plans of educational philanthropy toward the South, comprehending the wisest and most liberal scheme of patriotism the world has yet seen. Your intentions are to be commended. Nowhere would such exercises be more appropriate and instructive than at the educational institution over which you preside, where young men and women are fitting themselves for the great work of teaching. In this pushing, hurrying age there is perhaps too great a tendency to forget the name and deeds of many of its greatest benefactors. Apart from the social and other

advantages, anniversaries have an important educational influence and value, serving to impress a truth, a principle, or a doctrine, to elevate and to inspire. Few men have done more for their country than George Peabody, and there is much in his life and character that is worthy of imitation and emulation. And it should be a pleasant duty to turn aside to commemorate the day on which he determined to remember the South in her desolation, and to review the history of the good accomplished through his princely donation.

The Free School System of West Virginia was established in 1863, in the midst of a great civil war; and loss of property and devastation incident to warfare, together with the enormous taxes exacted from the people, placed many obstacles in the way of the development of our educational interests. Aid from the Peabody Fund came at the opportune time. While erecting over four thousand school-houses, establishing six Normal Schools and founding a University, there was need of supplementary aid for the training of teachers. The assistance received worked a two-fold good. Elementary schools and training schools were helped, and the friends of education encouraged. Since 1868 West Virginia has received \$133,000 from the Peabody Fund. Hundreds of young men and women in our training schools and institutes, annually, through this medium, are instructed, and lifted up to higher qualifications for their duties.

In behalf of my State, I desire to unite with other State Superintendents in thus acknowledging the great benefit received from the Peabody Fund on the coming anniversary celebration.

Very respectfully,

BENJ. S. MORGAN,

State Superintendent.

Dr. W. P. JONES had declined addressing the audience, but Colonel Reese calling upon him, he responded by saying that he had made no preparations whatever, but regretted that he had not, all the more that he took the liveliest and deepest interest in the subject of education. He was a member of the General Assembly when Dr. Sears asked him to aid him in getting a \$6,000 appropriation for the institution. The State Normal College and other similar institutions were the hope of the South.

Dr. J. B. LINDSLEY spoke briefly, his principal point being the obligation which scholars owe to business men. He knew George Peabody in 1852. Upon one occasion he was going to London,

and was asked by a Southwestern physician to carry to the philanthropist \$250 that he had loaned the physician to come home on. He had exacted no note or security, but when he saw a man needing his aid he had extended it without question ; and perhaps this man was only one of many whom he had helped on his way. Dr. Lindsley spoke of the philanthropy of Samuel Watkins. As an instance of his aid to literary undertakings, he told of his giving \$200 to finish the publication of a scientific work in a manner that its merits deserved. He said there were hundreds of George Peabodys on a small scale everywhere.

Colonel COLYAR then made some very forcible remarks. He said that all present had heard enough to set them thinking and properly to appreciate George Peabody and his great gift. He enumerated some of these, and mentioned the three hundred Tennessee bonds given by Mr. Peabody to an institution of learning, the interest of which had not been paid, or only on the basis of the settlement of the State debt. He wanted the young men present to resolve never to be satisfied until the stain was wiped out from Tennessee, and her debt was paid dollar for dollar.

PROCEEDINGS

AT THE

INAUGURATION OF WILLIAM H. PAYNE

AS CHANCELLOR OF THE UNIVERSITY OF NASHVILLE, AND AS
PRESIDENT OF THE NORMAL COLLEGE, NASHVILLE, TENN.

OCTOBER 5, 1887.

THE session of 1887 and 1888 of the State Normal College of the University of Nashville opened on Wednesday, October 5, 1887, at 10 o'clock A. M. Professor Benjamin B. Penfield, Acting President, occupied the chair, with the following members on his right: Misses Julia A. Doak, Julia A. Sears, Lizzie L. Bloomstein, Mary Lou Cook, Prof. John L. Lampson, Mrs. Jones, Prof. J. E. Bailey, and Prof. A. H. Brundage. Near these were seated Prof. W. R. Garrett, Prof. Clark, Prof. Graham, and Prof. Manning, of the Montgomery Bell Academy. On the left of Prof. Penfield were seated Judge Wm. B. Reese, Col. Edward D. Hicks, John M. Bass, and Hon. Samuel Watson, of the Trustees of the University of Tennessee; Dr. Wm. P. Jones, Capt. C. S. Douglass, and Prof. Frank T. Goodman, of the Board of Education; Col. J. G. Harris; Prof. S. A. Link, Superintendent of the Tennessee School for the Blind; Col. A. S. Colyar, Mr. Wm. H. Gordon, Dr. E. M. Cravath, and Prof. H. S. Bennett, of Fisk University; and Dr. G. W. F. Price, President of the Nashville College for Young Ladies.

Professor PENFIELD introduced the Rev. GRANVILLE S. WILLIAMS of the Central Baptist Church, who read the Scriptures, after which prayer was offered by the Rev. R. LIN CAVE of the Christian Church. Rev. Dr. JERE

WITHERSPOON of the First Presbyterian Church read a hymn, after which the following introductory remarks were made by Prof. PENFIELD : —

Gentlemen, Members of the Board of Trustees of the University of Nashville and of the Board of Education of the State of Tennessee, Ladies and Gentlemen, Friends, Patrons, and Members of the Normal College, welcome !

This moment of time presents two phases : one of a history of twelve years of growth and development and wide-spread usefulness, which has recently closed with a sad bereavement in the loss of one who has managed and directed the affairs of this institution from its beginning. This chapel, filled with these young ladies and gentlemen, the condition of these buildings, and the beauty of these grounds and campus, recall to us the memory of him whose work, in a great measure, they are. But his greater work, the effects of what has been accomplished here and the fruits of which are now being gathered, can be measured by the Almighty alone.

A new era dawns upon us. We are taking on new strength and vigor, and the future presents to us brighter prospects of more widely extended usefulness and influence. We are assembled to-day, not merely to open the session of the Normal College, but cordially to welcome a new member among us, and that no less than a new Chancellor and President. And it is due to say that he is the one who has been selected under the direction of the Hon. Robert C. Winthrop, President of the Peabody Board of Trust, the Hon. Samuel A. Green, Secretary and General Agent *pro tem.*, and the Hon. James D. Porter, of Tennessee, also member of said Board, on the personal recommendation of the Rev. Dr. J. L. M. Curry, the former General Agent of the Peabody Fund and present Minister to Spain. This nomination has been recently made. The concurrence of the two local Boards present has within the past few days been expressed by an election, and representatives of the University Board and the State Board of Education are present to-day to declare officially the action of their Boards.

The Peabody Board of Trust are assembled at this hour at the Fifth Avenue Hotel, New York. They have been duly notified by telegrams of the action of these Boards, and will be highly gratified. Their deliberations to-day will largely concern this institution, which is the monument they are building to the memory of the great philanthropist, George Peabody, whose name this South land will ever honor and revere.

I now have the pleasure of introducing to you Hon. WILLIAM B. REESE, Representative of the Board of Trustees of the University of Nashville, who spoke as follows :—

It is well known to this large and intelligent audience that twenty years ago, at the end of our unhappy and disastrous Civil War, George Peabody placed in the hands of sixteen gentlemen of highest standing in various parts of our common country the munificent sum of two millions of dollars to be used for the educational needs of that portion of the country which had suffered most from the ravages of war. In making this most magnanimous and generous gift, Mr. Peabody said: "The income thereof is to be used and expended, in your discretion, for the promotion and encouragement of intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and Southwestern States of the Union; my purpose being that the benefits intended shall be distributed among the entire population without other distinction than their needs and the opportunities of usefulness to them."

Accordingly, for some ten years thereafter, through the agency of that eminent man and experienced educator, Barnas Sears, the Board of Trust of the Peabody Fund sought to stimulate and encourage the various educational efforts of the Southern people to re-establish common school systems and reorganize schools at all the most prominent places of influence. But in carrying on this work, it became manifest to Dr. Sears and the Peabody Board that the greatest want of the South was an adequate supply of skilled and trained teachers. To provide for this, the most pressing want of the South in an educational point of view, the Board authorized their Agent, Dr. Sears,

to establish normal schools in various parts of the country. Among the States South most eminently suitable, from climate, central position, and healthfulness, for such a school, Dr. Sears selected Tennessee. Accordingly he came to Nashville in the year 1875, during the session of our State Legislature, and offered, in the name of the Board of the Peabody Fund, annually to contribute the sum of \$6,000, if the State of Tennessee would advance a like amount to establish and maintain a normal college in Tennessee. The State, then burdened with a large unsettled debt, did not feel able to make such an appropriation, and also maintain its common school system and its other educational and charitable institutions. Fortunately for this State and this community of Nashville, just as the whole grand scheme was about to fail, Judge Samuel Watson, who was a member of the Board of Trustees of the University of Nashville as well as a member of the Board of Trustees of the Peabody Fund and a schoolmate and intimate friend of Dr. Sears, knowing the great advantages to be derived from the projected institution, suggested to the Board of Trustees of Nashville University that they tender to the Peabody Board the use of their building for the establishment of their Normal School as a part of the University. This was agreed to by the Trustees, but to enable them to effect this an amendment of the charter of the University was deemed necessary. This was procured, the Legislature granting leave to the University to suspend its collegiate department, and to grant the use of its buildings and funds in connection with the Trustees of the Peabody Fund to establish a Normal College. It was also deemed important by Dr. Sears to have the State of Tennessee, in its corporate capacity, connected with this movement, although it did not then feel willing and able to make an appropriation out of its treasury for the purpose. Hence a law was procured to be passed, organizing a State Board of Education, authorized to accept offers of suitable buildings to establish a normal school or schools in the State. The buildings of the Nashville University, having been found more suitable than any others offered, were accepted, and an arrangement, to continue for two years, was effected between the three Boards to inaugurate the experiment of a great

Normal School in Nashville. In making this arrangement, while the Trustees of the University distinctly reserved their right to select the Principal and his assistants in the new College, and to fix their compensation, yet, as neither the State Board of Education nor the Trustees of the University had had any experience in conducting a normal school, it was deemed fit and proper, on the part of both the two Tennessee Boards, to ask the Peabody Board and its able Agent, Dr. Sears, to assist them in the matter by suggesting and selecting suitable teachers to conduct the new enterprise. Accordingly the Peabody Board selected as President of our and their Normal College that able and experienced educator, Dr. Eben S. Stearns. It is not needful on this occasion for me to say how thoroughly Dr. Stearns justified the confidence reposed in him, — how ably he organized and conducted this institution for twelve years, — how, under his kind and skilful management and the conjoint fostering care of the three Boards, this young College has now grown to be recognized as one of the leading educational institutions of the South.

In the year 1881 the State of Tennessee, through an act of the Legislature, placed in the hands of its Board of Education the sum of ten thousand dollars per annum, to be used and expended for the benefit of this Normal College. By succeeding Legislatures this appropriation has been renewed and continued, and we trust will in the future continue to be given by each successive Legislature.

When, last April, we were deprived by death of our President and Chancellor, Dr. Stearns, the Board of Trustees of the University of Nashville and the Board of Education of Tennessee looked to the Trustees of the Peabody Fund to select and nominate a suitable successor. After taking ample time to look around among the many able and experienced teachers of the nation for such a person, the Peabody Trustees have made choice of Professor W. H. Payne of the University of Michigan. On Friday last, the Board of Trustees of Nashville University, having had Professor Payne nominated to them, promptly and unanimously elected him President of the Normal College and Chancellor of the University of Nashville. The Board of Education have also expressed their assent to his selection. To-day

the Peabody Trustees, now in annual session in the city of New York, will doubtless take formal confirmatory action in the premises.

We feel confident, from the national reputation of Professor Payne, that we shall find that he will ably and worthily fill the place made vacant by the death of our lamented Chancellor, Dr. Stearns. We most cordially welcome the new Chancellor to our midst. We promise him all the aid and encouragement of our Board in the discharge of his important duties. And while we have reason to hope that this Normal College will at the end of the prescribed limit of thirty years from the date of Mr. Peabody's gift be made the recipient of the largest part of that magnificent donation, under the power granted to the Trustees of that Fund, we doubt not that meanwhile, through the continuous fostering care and the cordial conjoint and harmonious action of the three Boards, this institution will continue from year to year to grow and expand, and that it will remain, as it is this day, the pride of our city, of our State, and of the entire South.

I have now, in behalf of the Trustees of the University of Nashville, the pleasure of presenting to you our new Chancellor and President, William H. Payne.

At the conclusion of his remarks, Judge Reese called upon Hon. WILLIAM P. JONES as Representative of the State Board of Education, who in substance said:—

The circumstances by which I am surrounded are somewhat embarrassing. It is known to most of you, that the Governor of Tennessee is President of the State Board of Education. Upon him rightly devolve duties of this kind. He, however, is in New York, in the interests of this institution, attending a meeting of the Trustees of the Peabody Education Fund. Next, perhaps, in authority with us, is the State Superintendent of Public Instruction; he, too, is in New York.

In the absence of these gentlemen, other resident members of the Board determined to put forward the late Superintendent of Public Instruction, and it was not known until this morning that

Captain Paine could not be present ; hence, I shall have little to say. I shall, however, be pardoned for briefly reviewing the history of this institution, and its connection with the State Board of Education.

Prior to 1870, and before I resigned the superintendency of the Tennessee Hospital for the Insane, Rev. Dr. Barnas Sears visited Tennessee, and was for some time my guest.

In 1873, and when representing this city and county in the State Senate, Dr. Sears came and asked me to introduce a bill providing for the organization of a Normal School or schools, by the State Board of Education ; and providing also an appropriation of \$6,000 from the treasury of the State, upon the condition that a like amount should be appropriated from the Peabody Education Fund.

The bill was drawn by the then Superintendent of City Schools and myself. It was submitted to Dr. Sears, had his approval, and was by me introduced in the Senate. It passed three readings in the Senate, and would undoubtedly have passed the third reading in the House if there had been two days more of the session.

In 1875 Dr. Sears was again in Nashville, and said to me, "As you had such success with the Normal School bill, reproduce and put it in the hands of some Senator who will most likely secure its passage." I did so, but, if my memory serves me, it was defeated upon the first reading, and notably because of the appropriation. Residing, as I was at that time, some miles in the country, and being in poor health, I wrote to Dr. J. Berrien Lindsley to give the matter his attention, and to have the bill passed without an appropriation from the treasury. The bill was so introduced and passed, and it was under this act that the Normal School, now the State Normal College, was established. But for its prompt establishment and thorough equipment the people are largely indebted to the Trustees of Nashville University. When the State Board had neither money, suitable grounds, nor buildings, they, with commendable zeal and liberality, came forward, and, as our records show, tendered — unanimously tendered — these buildings and this Campus to the State Board of Education. For this wonderful liberality they deserve your thanks and have my gratitude. This institution could not have prospered as it has done without their kindly

consideration, co-operation, and liberality ; and I fully concur with Judge Reese in the belief, if it shall be properly nurtured and developed, that it will become the recipient of a large proportion of the Peabody Fund when it shall be subject to distribution.

In the organization and conduct of this institution the laws of Tennessee impose some twelve or fifteen specific duties upon the State Board of Education. While this is so, I think members of the local boards regard each other as gentlemen looking alike to the best interests of the State Normal College, and hence I anticipate no trouble or cause of trouble.

These exercises awaken memories of the late President of the Normal College, — that noble, self-sacrificing man, Dr. Eben S. Stearns, who did so much for the upbuilding of this institution.

Then, turning to President Payne, Dr. Jones said : —

In behalf of those I represent, Captain Douglass and Professor Goodman, who are present, and other members of the State Board, I welcome you to Nashville as an educator.

I welcome you the more heartily, because a member of the Peabody Board informs me that, in consultation, the Peabody Trustees determined to recommend the best man in the United States, whose services could be had, for this position, and I cannot think they have made a mistake.

I welcome you as the President of the State Normal College, to which position you have been unanimously elected, and may God bless you, and cause you to be equal to the responsibilities and duties henceforth devolving upon you.

After the remarks by Dr. Jones, Judge Reese introduced President WILLIAM H. PAYNE, who delivered the following address : —

To the Officers and Friends of the University and the College.

Even if the occasion required it, time does not permit me to offer any formal inaugural address. A sense of duty, however, invites me to express my gratitude to the Board of Trustees of the University, and to the State Board of Education of Tennessee,

for having so promptly ratified a nomination informally made by the Trustees of the Peabody Board. For this courteous and magnanimous act I feel under the deepest obligations.

At the very threshold of this new career, I am distinctly conscious that I am entering into the labors of other men. This University is a monument to the moral heroism, to the wisdom, and to the patient continuance in well-doing of a succession of noble men, who have made this city and this Commonwealth their grateful debtors, and I deem it a high honor to be officially connected with an institution that has occupied such an eminent place in the history of letters.

My experience in similar pioneer work prepares me to appreciate and gratefully acknowledge the labors of my eminent and honored predecessor in the Presidency of this College. The wise organization of the school, its pre-eminent standing among similar institutions, this Campus which his hand converted from desert into a garden, all bespeak a soul faithful to noble ideals. In the discharge of my duties I shall seek to honor my predecessor by carrying forward his work and giving proper extension to his plans. I shall undertake no revolution, but shall try to stimulate and foster normal growth. I shall assume that the foundations of the school have been wisely placed, and shall aim to build upon these foundations wisely and well.

The transformation of the literary department of this University into a Normal College, while at first sight an innovation in scholastic history, is really a return to the primitive purpose of university organization. In its origin and purpose, the ancient University was a corporation of student teachers,—of young men who sought the very highest intellectual culture of the time, in order that they might become the teachers of the ignorant. A necessary condition imposed for obtaining the Bachelor's degree was that the candidate should have taught previous to his graduation; and the condition on which the Master's degree was subsequently granted was the express obligation to teach a certain number of years after graduation. Even to-day we hear an English educator of high rank asserting that "the true function of universities is to teach, and to supply the world with teachers." To what nobler use, then, could this venerable University

be converted, than to the preparation of young men and women for the higher and more responsible places in the public school service? I rejoice that I may take an active part in a movement which has in it the promise of such beneficent results to our common country.

There is no better place than this to reaffirm a truth that is in danger of being forgotten, that the primary and fundamental qualification for teaching is generous scholarship, a confirmed love for the scholarly vocation, a high degree of intellectual training. It is necessary to reaffirm this, because at this day, when there is such clamorous and persistent dwelling on the claims of method, there is the greatest danger of forgetting the supreme value of broad scholarship. I do not, for a moment, underrate the value of improved methods, and would insist that they form a part of every teacher's professional preparation; but method, even the best, cannot be accepted as an equivalent for scholarship, and any plan of normal instruction which permits such a substitution is a sharp departure from a wholesome ideal. So far as my knowledge goes, this is the only normal school in this country which proposes to make its academic work of collegiate grade, and it is in such a school, placing before it such an aim, that I can most heartily labor. Normal schools of the ordinary type, with an academic course of the secondary or high-school grade, have their manifest place and function, and should be established and liberally sustained in every State; but these will never suffice to give proper tone and inspiration to public education. For this necessary purpose there must be schools whose intellectual training is of the collegiate or university type. In this institution the Middle, Senior, and Baccalaureate Classes represent the higher aims to which I refer, while the Junior Class constitutes the normal school, as distinguished from the normal college.

But academic work of a high grade does not of itself constitute a normal college. This is a distinctively professional school in its constitution and purpose, and so the instruction it offers must be in part professional. The teacher must be a scholar and something more,—more by that special kind of knowledge which fits him for his specific duties. This special

knowledge is the theory, the history, and the art of education. Pupils must learn the theory and history of education from lectures and books ; but for the purposes which this School must keep in view, the practice of education will be best learned from the observation of good models. I trust the time is not far distant when upon this Campus there shall be a model school building, accommodating the several grades of a model school, which the pupils of this College may reproduce, wholly or in part, when they undertake the actual work of teaching.

To the instructors in this College I wish to say that I shall claim the right to share in the privilege of teaching. I shall claim this right on the ground of my own personal happiness, and as a means of being helpful to them in the cares and labors of their difficult office. While it is necessary that this School have a distinctive policy to which every instructor must be loyal, I wish to encourage, to the greatest extent consistent with this policy, versatility and independence in thought. Our students must be awakened to the pleasures of the intellectual life, and for this purpose their teachers must experience and manifest the scholarly spirit. Can we propose to ourselves a fairer conception of the scholar than this which I borrow from Plato ?

A lover not of a part of wisdom, but of the whole, who has a taste for every sort of knowledge, and is curious to learn, and is never satisfied ; who has magnificence of mind and is the spectator of all time and all existence ; who is harmoniously constituted ; of a well-proportioned and gracious mind ; who has a good memory and is quick to learn ; noble, gracious, the friend of truth, justice, courage, temperance.

To the students of this College I desire to say that I shall find my happiness in being their teacher, their helper, and their friend. At the first I cannot expect them to yield me that confidence and affection which, on the part of those who know me, have for many years made me one of the happiest of men ; but I cannot forbear to confess that I covet this confidence and affection, nor to declare that I shall strive to deserve them.

Through the munificent aid coming to us from the benevolence of that prince of modern philanthropists, George Peabody ; profiting by the liberality of the Trustees of this University, who have

placed this beautiful building and these grounds at our disposal ; encouraged and aided by this great Commonwealth, through its generous appropriations administered by the State Board of Education, — what is there that we may not hope to accomplish for the cause of popular education? Shall not every noble and honorable instinct stimulate president, teacher, and pupil to honor to the fullest the trust which we have assumed?

A word more and I have done. Being human, I shall doubtless make mistakes ; but, being also human, you I doubt not will find it easy to pardon my errors when you discover, as I believe you will, that they have proceeded from the head, and not from the heart.

Under these auspices I now assume the duties of Chancellor of this University and of President of this Normal College.

President Payne's address concluded the exercises in the chapel ; after which the examination of the new candidates was begun.

NORMAL COLLEGE, NASHVILLE.

THE report on Teachers' Institutes in Tennessee, made to the Trustees of the Peabody Education Fund, by the Hon. Frank M. Smith, Superintendent of Public Instruction in that State, was received too late to appear in the Report of the General Agent *pro tempore*. In speaking of the Peabody Scholarships allotted to the State of Tennessee, he says : —

The scholarships in the State Normal College have been much sought after this year. I adopted the plan of holding an examination in each county in the State, having in view a twofold object : first, to get the very best material for the College possible ; second, to advertise the school, and thus lead the people to inquire into the merits of the institution. I was successful on both counts. More than three hundred applicants attended the examinations, and twice as many letters were received at this office urging the claims of the different applicants. Circulars were sent to newspapers, with request to publish, giving notice of the examination, a copy of which is herewith submitted.

He concludes his Report in the following words : —

I cannot submit this Report without saying a few words concerning this noble institution. No institution in the State has a firmer hold upon the hearts of our people, because no other is so well equipped for the special training of teachers.

I give the following extract from the message of Gov. Robert L. Taylor to the last General Assembly, viz. : —

The State Normal College, situated in the city of Nashville, and devoted to the training of young men and women for the profession of

teaching, is the best of its kind in the South. It should be fostered and sustained by the State, because the efficiency of the public schools depends upon the training and qualifications of the teachers. I recommend that the sum of ten thousand dollars (\$10,000), the annual appropriation which has for some years been given to this institution, be made for its support.

The appropriation was made.

EXPENSE.

Receipts.

From the State for Normal College	\$10,000.00
From Peabody Board for Scholarships	2,800.00
From Peabody Board for Institutes	1,200.00
From Frank M. Smith for Institutes	278.80
	<hr/>
	\$14,278.80

Disbursements.

To State Normal College	\$10,000.00
To fourteen Scholarships	2,800.00
To Hon. Thomas H. Paine	100.00
To Institutes	1,378.80
	<hr/>
	\$14,278.80

The sum of ten thousand dollars included in this Report is the amount of the appropriation made by the State for the State Normal College and expended by the State Board of Education, and is given that your honorable body may know what is being done for the special training of teachers in Tennessee.

IN CONCLUSION.

Permit me to return the sincere thanks of this department and of the whole people of Tennessee to your honorable body for the great good which has come to us from the noble benefaction of Mr. George Peabody, so wisely administered by you. We shall hold his name and yours in perpetual remembrance, and the children who are to come will rise up and call you blessed.

SAM HOUSTON NORMAL INSTITUTE.

THE following letter from Mr. JOSEPH BALDWIN is here appended :—

HON. ROBERT C. WINTHROP, LL.D.,
President of the Peabody Board of Trustees.

DEAR SIR,—It gives me pleasure to report the continued and increasing prosperity of the Sam Houston State Normal School, as indicated by an attendance during the session closing June 2, 1887, of 212 students, representing 98 counties. The whole number of different students enrolled during the eight years of the existence of the School is 1,203. The following table shows for each year the number of graduates :—

GRADUATING CLASSES.

Class of June, 1880, two years' course	37
Class of June, 1881, two years' course	55
Class of June, 1882, two years' course	73
Class of June, 1883, two years' course	77
Classes of June, 1884, two years' course, 56; two and a half years' course, 45	101
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Classes of June, 1886, two years' course, 82; three years' course, 56	138
Classes of June, 1887, two years' course, 93; three years' course, 53	146
Total number	<hr/> 745

The influence of the School in the State continues to widen and deepen. State Superintendent B. M. Baker, in his Annual Report for 1886, says : —

Sam Houston Normal Institute continues to grow in merit. It has done a wonderful work for Texas, and, if liberally supported, will increase in usefulness each succeeding year. Teachers who have attended this institution may be found in every county, and in almost every city. In every instance, they are worthy and competent. The Faculty reports submitted herewith show the operations of the Institute during the past two terms. In every way they show most satisfactory results.

Through the liberality of the Legislature we have been able, during vacation, to remodel and greatly improve our buildings, and increase by one half our apparatus and library. We have now, next to the University, the best equipped institution in the State.

The ninth annual session opens with an increased attendance of 69 over any previous year, indicating an increasing interest throughout the State.

There is in Texas a healthy and steady educational progress. State Superintendent O. H. Cooper is the right man in the right place, and is doing a great work. We hope in a few more years to have a school system equal to the best.

From the beginning, the Trustees of the Peabody Education Fund have generously fostered the Sam Houston State Normal School. Indeed, it was founded through the agency of Dr. Barnas Sears. Your Board has contributed from \$3,000 to \$7,000 annually to enable us to secure the best teachers and maintain a Normal School of a high order. During the past year, on account of the misfortunes of Charleston, you limited us to \$2,500. We trust for the current year you will be able to give us \$3,000, as we greatly need it.

To encourage effort in every noble direction, your Board has annually contributed medals to be bestowed upon meritorious students. At the commencement exercises, June 2, 1887, these medals were awarded as follows: Miss Jessie Ward and Miss Anna Ellis, valedictorian and salutatorian of the graduating

class, were awarded the silver medals. Bronze medals were awarded to the undergraduating classes as follows: George Wright, Lulu Ward, F. C. Humphries, Dovie Nowlin, Dorthula Morrow.

In the name of all the educational interests of our State, we thank your Board for the great work you have done for Texas and the South.

Very respectfully yours,

JOSEPH BALDWIN,

Principal Sam Houston Normal Institute.

HUNTSVILLE, TEXAS,

Sept. 26, 1887.

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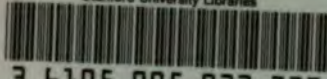
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